

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ**

ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

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**THEORETICAL AND HISTORICAL ISSUES OF FOREIGN
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**THEORETICAL AND HISTORICAL ISSUES OF FOREIGN
TEACHING**

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bachelor`s degree**

QUALIFICATION PAPER

**QUALIFICATION PAPER
IS ADMITTED TO DEFENCE**

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ABSTRACT

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

Nelson Mande

In order to practice our teaching abilities and knowledge of language each year the fourth course students are given opportunities to practice their knowledge at schools, lyceums, colleges or at the university. Our group, № 441, took qualification practice at school № 182 in Uchtepa district, Tashkent city.

The issue of the qualification paper is using TBL while teaching English at secondary schools, the class we taught was 7th one. During the whole lessons pupils used to participate actively and showed their enthusiasm to learn languages. Moreover, their motivation helped to set the goal, that was implementing TBL and getting pupils' speaking better than it was.

Statement of intent

Nowadays in the Republic of Uzbekistan great attention is given to the role and significance of learning English, as the most widely spread and dominant language in the World. In order to create conditions for successful learning of a foreign language, namely English, our government accepted some laws to create effective ways of teaching and learning. The most prominent of this can be the Presidential decree №1875 “On measures to further improve of foreign language learning system”(2012) which suggests teaching and learning of a foreign language from the first grade with the help of modern methods and techniques.(Presidential decree №1875,December 12, 2012).

Moreover, the Presidential decree№1971 «About measures on perfection of the activity of the Uzbek State University of World Languages» (2013) has been adopted to maintain methodological support for educational institutions, to prepare teachers and experts in the field of foreign language teaching, as well as to implement modern methods of teaching foreign languages and to control the realization of demand of the international standards of teaching foreign languages according to “Common European Framework of References: learning, teaching, assessing” in our country.

On the basis of the aforementioned decrees we have decided to devote our qualification paper to this issue, thus, this qualification paper deals with the attempt to apply Task- based approach in teaching oral communication skills at secondary schools. Actually the theoretical part will be based on the works of methodologists who dealt with the study of this approach and the practical part of the work will be made on the basis of research and experience made at secondary school.

The main reason for choosing this theme is to create such atmosphere for pupils, where they can learn language not automatically but deliberately through meaningful communication and in open environment. From our point of view,

learning a language flourishes most when learners are in a positive environment and are given opportunities to communicate in authentic situations. Accordingly, it is possible to suggest abandoning the traditional teaching approach and replacing it with communicative language teaching. And one of the modern approaches is Task-Based Approach that deals with the teaching learners' oral skills in open environment with the help of authentic materials.

Therefore to achieve our aim in creating free non-automatic English speaking environment we will overview fundamental works of some linguists who worked in this field of science and considered TBL to be the effective way of teaching speaking at schools. Actually the methodologists that are chosen to prove the purpose of the research are:

1. “ Theoretical and historical issues of foreign teaching” by Jamol Jalolov
2. “Using TBA in Improving the Students’ Speaking Accuracy and Fluency” by Munirah and Muh.Arief Muhsin
3. “A Framework for Task-Based Learning” by Jane Willis
4. “The effect of Using Task-Based Activities on Speaking Proficiency of EFL Learners” by Amir Reza Nemat Tabrizi
5. “Teaching Oral Communication Skills: A Task-Based Approach” by M. Mojibur Rahman
6. “Task- based language teaching” by David Nunan

The tasks that are to be carried out are:

- To identify learners level to be able to apply TBL for improving speaking at secondary school
- To reveal the effectiveness of TBL in teaching speaking by using authentic materials
- to demonstrate the preference of TBL to other approaches of learning
- to identify the learners preferences concerning the choice of tasks for learning and teaching speaking skills

- To implement the research and conduct an experiment to identify the possible outcome from applying TBL for teaching speaking at secondary school.

The structure is as following:

Abstract (Annotation)

Statement of intent (Introduction)

Literature review (Theoretical background of the theme)

Research methodology

Data collection

Data analysis which include discussion and observation results

Final reflections

References

Bibliography

Appendix

Literature review

Actually, a great deal of methodologists worked out some course books with task-based techniques on teaching and developing speaking of EFL learners. Their works have attracted the attention of L2 researchers, curriculum developers, teacher trainers and language teachers. Main reason for this is the efficacy of this approach and rendered task-based techniques to speaking proficiency development of EFL learners.

Now we will review some methodologists' ideas concerning the effectiveness of using TBL at secondary schools for teaching speaking:

II.1. “Theoretical and historical issues of foreign teaching” by Jamol Jalolov

The work of this methodologist supplies with broad theoretical and fundamental data concerning the teaching of a foreign language at schools, lyceums and colleges in our country.

First and foremost the book deals with the document CEFR (“Common European Framework of Reference for Languages: Learning, Teaching, and Assessment”, with the aim of the organizing such document. Accordingly, “It was demanded to create a single and integrated educational space in Modern languages teaching/learning and international standards of language assessment in European countries. The main function of this document is to provide a common basis for the elaboration of language syllabuses, curricula, guidelines, examination, and course books across Europe. It also provides a method of assessing and teaching which is applied to all Modern languages in Europe”. [“Theoretical and historical issues of foreign teaching”, Jamol Jalolov, “Oqituvchi” NMIU, 2102”]

The author deals with the modern methods and approaches of teaching and learning that are applied at schools, lyceums and colleges. They are:

- Communicative language teaching and learning
- Learner-centered Learning

- Cooperative/Collaborative Learning
- Content-based Learning
- Task-based Learning

According to Jalolov Communicative language teaching and learning is a broad approach that can be applied to raise learners' communicative skills as well as linguistic competence. The principles and basic characteristics of CLT/CLL (Communicative Language Teaching or Communicative Language Learning) are illustrated in the table:

Principles of CLT/CLL	Basic characteristics of CLT/CLL
1. The general goal of language learning is communicative competence. 2. Learners learn a language through using it to communicate. 3. Authentic and meaningful communication should be the goal of classroom activities. 4. Fluency and accuracy are both important dimensions of communication. 5. Communication involves the integration of different language skills. 6. Learning is a gradual process that involves trial and errors.	1. An emphasis on learning to communicate through interaction in the target language. 2. The introduction of authentic texts into learning situation. 3. The provision of opportunities for learners focus, not only on the language but also on the learning process itself. 4. An enhancement of the learner's own personal experiences as an important contributing element to classroom learning. 5. An attempt to link classroom language learning with language activation outside the classroom. 6. Contextualization as a basic premise and linguistic variation is a central concept in materials and methods.

The following types of learning are associated with the Communicative Approach:

1. Interactive Learning. Learning through interaction is proposed as alternative to learning through repetition and habit formation. Interaction and negotiation of meaning are seen as central of learning through tasks that require attention to meaning, transfer of information, and pushed output.

2. Learner-centered Learning. This type of teaching gives the “power” of learning to the learners themselves, allowing for personal creativity and input from them. At the same time it takes into consideration learners’ needs and objectives.

3. Cooperative/Collaborative The concept of this type of learning stresses the «team» like nature of the classroom and emphasizes *cooperation* as opposed to *competition*. Learners share information and try to achieve their learning goals in a group. Within this approach teachers teach students collaborative or social skills so that they can work together more effectively.

4. Content-based Learning is an instruction where learners are encouraged to get new information in target language, and the language serves as a tool for acquiring knowledge about other things.

In other words it joins language learning to content/subject matter and engages them both concurrently. For instance, when learners study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

5. Task-based Learning This type of learning proposes tasks as useful vehicles and instruction in FLT. This concept equates the idea of a «learning task» to a language learning technique in itself. This could be a problem solving activity or a project, but the task should have a clear objective, appropriate content, a working/application procedure, and a set range of outcomes. As learners work to complete a task, they have abundant opportunity to interact. During interaction they facilitate language

acquisition, they get to listen to the language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at a later time.

As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. One way of attaining the focus on meaning is through content- or theme- based instruction, and contemporary teaching approaches such as content-based and task-based ones which are all applications of the communicative approach at vocational colleges.

Content and language integrated learning presupposes to enhance learners' linguistic competence thanks to a higher amount of a target language exposure. Among most favorably influenced by this kind of learning is the learner's lexicon. Through receiving FL input in different content subjects learners acquire more profound knowledge and specialized terminology for their future profession. But we should take into consideration that at vocational colleges we teach 1) general English and 2) specialized English. At the same time content-based instruction is aimed to use of socially oriented themes, represents an effort to link students with the world in which students live. That's why this instruction can also be used in teaching/learning English at academic lyceums too.

All in all, we can say that the book totally supplies with the necessary methods, techniques, principles, ways, and approaches that can be used while teaching learners of any level. The main reason for this is that the author emphasizes the possible usage of this book for teaching and learning a foreign language at schools, lyceums and colleges.

II.2. "Using TBA in Improving the Students' Speaking Accuracy and Fluency" **by Munirah and Muh.Arief Muhsin**

Actually, this book is based on the research that was made at SMA Negeri 2 Sungguminasa Kab.Gowa in the 2013/2014 Academic Year. The aim of this research was to find the improvement of the students' speaking Accuracy and Fluency by using Task- based Approach.

In the beginning of the book the author illustrates the various points of views concerning the teaching and learning English as a foreign language. One of them is the statement of Ruso: "Learners do not like teachers who spend most of class time lecturing. Lecturing time de-motivates them because they do not like being passive in class. Consequently, learners have limited input to the learning process."++ Another statement was given by David Nunan, who considers that TBL focuses on learners using language naturally in pairs or group work, allowing them to share ideas. This means that TBL is the natural way of acquiring language by using it purposefully in open environment.

Later some methodologists as Prabhu, David Nunan, Lee in Sae-ong and others give definitions to the term task and determine the role of task in teaching a foreign language by TBL. According to Willis Nunan: "tasks are activities in which the target language is used for a communicative purpose to achieve an outcome"++. Later Nunan determines the elements that should be taken into consideration when designing a task:

- **Goals** refer to the general intensions behind any learning task;
- **Input** refers to the spoken, written and visual data that learners work with in the course completing a task;
- **Procedures** specify what learners actually do with the input;
- **The Teacher's role** refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants.
- **Learner's role** refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants.

➤ **Setting** refers to the classroom arrangement specified or implied in the task.

Further, the author points at the definition of what the TBL presents itself. Accordingly, TBL is a foreign language method that has evolved since the 1980s. The emphasis is given to the developing mainly speaking skills of the learner that is obvious from the statement: “In task- based approach learners have to participate, communicate and cooperate when carrying the task.” [“Task-Based language Teaching” David Nunan, Cambridge University Press, 2004]

It means while taking part in cooperative works oral skills of the participants will raise naturally, only if they keep to be active while doing the tasks. At the same time teacher’s role should be less active, as they have better corrected learners not during the activity, but after them. (It is possible to make notes for errors, made by participants).

According to the author task-based approach aims to provide learners with natural context for language use and that learners work to complete a task and have opportunity to interact. Later the author points out the role of task in a task-based lesson, mentioning that the teacher sets a task for students to do that involves the use of language studied in class or language studied previously that the teacher wishes to revise. The language chosen is known as target language. The task might be an activity form the course book that was intended as practice of language point or an activity form supplementary source.

The author finds it to be necessary to illustrate the components of Task-based Approach framework, which are:

1. **Pre-task-** task preparation should involve strategies for inspiring learners’ to perform the task+ the role of the teacher and learners is as follows: the teacher should introduce the topic, use activities to help learners recall useful words and phrases, being ensured the learners understand the task instructions. At the same time the learners need to note down the given words and phrases.

2. **Task cycle.** The task stage is vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this stage learners practice using language skills while the teacher monitors and encourages them. In this stage learners also share with the process of planning and completing the task. It helps them to find out the mistakes that the learners faced to accomplishing the task as well as what learners have discovered and learned. During the stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on the greater efforts in the future.

3. **Language focus** is necessary for achieving pedagogic goals in teaching a foreign language. Language focus has three major pedagogic goals:

- A. To provide an opportunity for repeated performance of the task.
- B. To encourage reflection on how the task was performed.
- C. To encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

Thus, having considered all necessary sides of TBL the author has made an experiment (on the basis of which we are also going to implement in our practice at school), that is observing the learners' possible progress after applying the TBL for improving speaking skills. For completing the task the author has chosen the second year students of SMA Negeri 1 Sungguminasa.

However in our experiment, we are going to choose 7th grade pupils of secondary school.

To fulfill their experiment the authors have chosen the techniques of Data Collection which are as follows:

- Speaking test which is used at the end of every cycle by using criteria of speaking test to measure students' speaking improvement;
- Observation which is used to measure the students' participation during the teaching and learning process by using Task-Based Approach.

The research instruments are as follows:

- Tests will be used to assess and examine the students' speaking skill. The researcher will give tests in each cycle to find out the improvement of the students' speaking skill and effectiveness of using Task-Based Approach to improve students' speaking skill.
- Observation sheet will be used to collect data about the students' participation in teaching learning process in speaking and implementing Task-Based Approach.

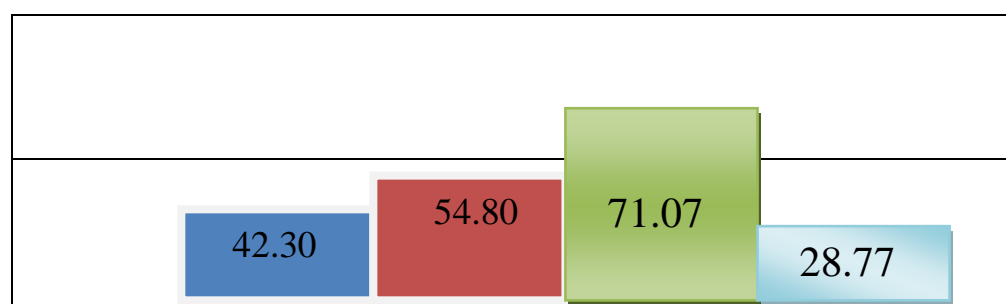
Actually, the researcher used two variables while conducting the experiment, they were:

1. Independent Variable which is the use of TBL to improve students' speaking skill. It is an approach that was used by the teacher at the classroom during the teaching and learning process.

2. Dependent variable which consists of accuracy and fluency in speaking skill with indicators as follows:

- The indicators of accuracy: pronunciation and vocabulary.
- The indicator of fluency: self-confidence.

Later with the help of chart, the author demonstrates the results of experiment showing the improvements in learners' Speaking Accuracy and Fluency.



Students' Speaking Ability

 D-Test	 Test of Cycle I	 Test of Cycle II	 Improvement
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The chart above shows that the students' speaking skill improves from D-test to cycle I and cycle II. In which cycle II is the highest of all. The mean score of speaking skill in cycle II is 71.01. Then, the mean score of the students in I is 54.80 and the students get 42.30 in D-test.

All in all, from authors' experiment we can conclude that TBL can increase students' speaking in which the improvement is dealing with self confidence. Learners are satisfied with the given topics since they are dealing with real –life conversation that makes them easy to make conversations and present them in front of the class. In a word, TBL is the approach which motivates students in teaching and learning process. It is obvious from the research how the use of TBL can develop the students' accuracy and fluency that corroborates the necessity of this approach in English language teaching and learning. In our own experiment we are going to add some items to the aforementioned experiment and get positive results from 8th grade secondary school pupils.

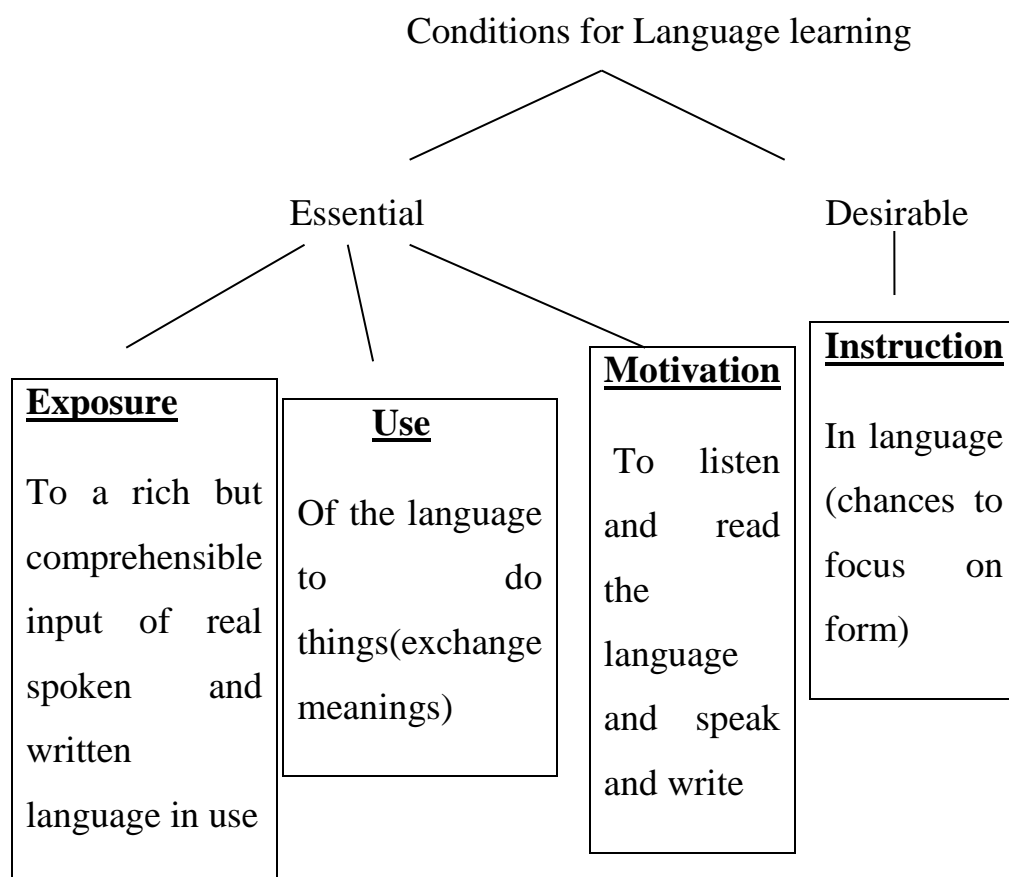
II.3. “A Framework for Task-Based Learning” by Jane Willis

Jane Willis's “A Framework for Task-Based Learning” consists of six parts and each part fully supports the information, instructions, recommendations and various scales expressing the supportive ideas for the data.

The first chapter provides the appropriacy of task- based learning and teaching. It describes how natural language learning processes can enhance the outcomes of learners and raise their interests in learning a language in the classroom. The author also identifies three basic conditions for natural language learning which provide an optimum learning environment. Further it shows how the teacher-centered classroom tends to have fixed interaction patterns which inhibit natural learning. At

its turn, this underlines the need for alternative patterns of interaction which centre on the learner rather than on the teacher.

The author points out the basic and essential conditions for Language learning. This is given in the view of table:



The second chapter explores what the author means by tasks in task-based learning and looks at different aspects of their use. The chapter includes an overview of task types and illustrates a range of materials tasks can be based on. The author later illustrates six types of tasks:

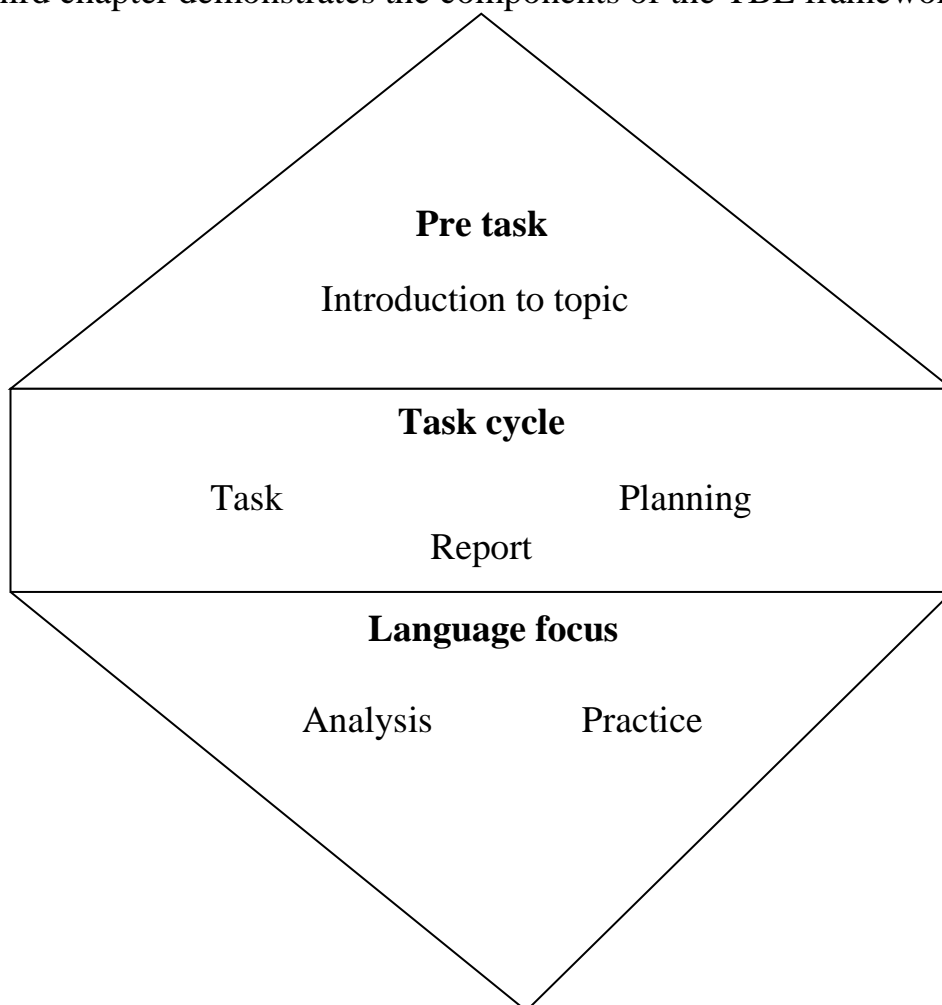
- Listing (brainstorming, fact-finding etc.)
- Ordering and sorting (sequencing items, actions or events in a logical or chronological order; categorizing items in given groups or grouping them under given headings etc.)
- Comparing (finding similarities and things in common, finding differences etc.)

- Problem-solving.

Later the author presents the advantages of doing tasks in pairs or groups for improving speaking in task-based learning:

- It gives learners confidence without fear of being wrong or of being corrected in front of the class.
- It gives learners experience of spontaneous interaction, which involves composing what they want to say in real time, formulating phrases while listening to what is being said
- It engages learners in using language purposefully and co-operatively, concentrating on building meaning, or just using language for display purposes.

The third chapter demonstrates the components of the TBL framework:



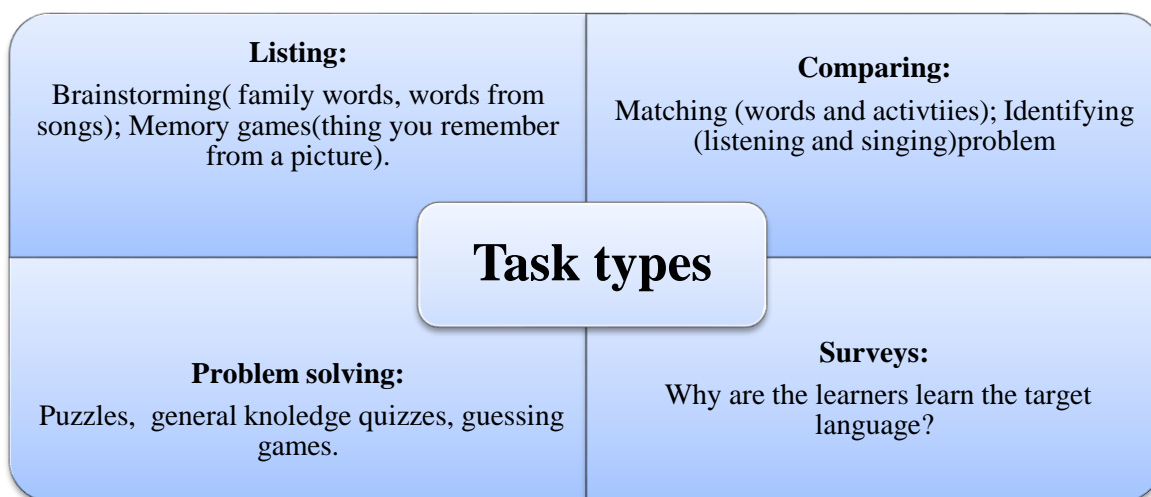
As it is obvious from the table this chapter demonstrates the basic three phases in the TBL framework. It also examines the roles of the teacher and illustrates how teachers might operate the framework with two sample lesson outlines. Firstly, the pre-task phase shows the type of preparation that should be done beforehand and identifies the steps involved in setting a task. Further, it considers a range of preliminary activities that can be used in class to introduce the topic and prepare learners for the task itself. Finally the framework gives solutions to problems that teachers face while managing learners in pairs and groups considering their levels and types.

The next fourth chapter demonstrates the role of task in TBL, in other words it covers the second phase in the task based framework- the task cycle. Thus this part of the book fully describes the three components of the task cycle, task, planning and report as well as examines the role of the teacher in each.

In task cycle students do the task, in pairs or small groups. Teacher monitors and encourages; in planning part students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Teacher acts as linguistic adviser, giving feedbacks. The report part is devoted to the selecting by the teacher some groups to present their reports of the task to the class, orally or in writing. Teacher acts as chairperson, linking the contributions, summing up.

The next chapter is devoted to some ways of designing communicative tasks that are based on reading and listening texts or video extracts. It looks at several typical text patterns by illustrating six different task designs which aim to encourage natural reading and listening strategies. All in all, it demonstrates how the texts can be presented in TBL framework.

The author illustrates the table of tasks that are appropriate while teaching learners by TBL:



We found the last sixth chapter to be important and useful for developing the aim put forward us. The thing is that it involves spontaneous speech of learners in the learning process. The author considers of two ways of enriching spontaneous speech experience. They are the follows:

- Firstly, through providing recordings of tasks that students will be doing themselves ;
- Secondly, by helping them to collect their own data by recording interviews with target language speakers.

From the author's point of view, using spontaneous speech during the lessons will help learners understand and participate better in real-time target language interactions. Thus the author gives an example of task which is based on learners' spontaneous speech that is making interviews in the classroom. Such kind of task is going to take place in stages: pre-task1, main task and Final review of reports.

Pre-task	Introduction to idea of interviewing and collecting data. Decisions on selection of topic(s).
Languages focus	Opening and closing moves, questions for reacting to what interviewer says, and for continuing topic.

Main task	Students carry out and record real interviews outside the class. Later they present the transcribed recording to the whole class.
Final review of reports	Students summarize what they did to remind the class

All in all, this book illustrates how learning process can be improved and enhanced by means of natural language learning which is mainly based on the modern approach, where the role of tasks in TBL framework is significant and the components of which have been demonstrated by the author in the chart. Furthermore, the author underlines the significance and usefulness of the learner's spontaneous speech such as giving interviews in front of the class, which clearly explained in the sixth chapter. We found this book to be helpful for teachers of English language trying to use modern method such as TBL in teaching language skills, mainly speaking, because this book supplies not only theoretical data but also practical database.

II. 4. “The effect of Using Task-Based Activities on Speaking Proficiency of EFL Learners” by Amir Reza Nemat Tabrizi

This book is also concerned with the research where were selected 87 students of both genders in Iran-Zamin co-educational English institute through simple random sampling. The first part of the book, in fact is devoted to the theoretical part which demonstrates the possibility of TBL activities for enhancing Speaking Proficiency of EFL learners; possibility of TBL as a tool for motivating learners to learn a target language; as well as the significance of making a research that may lead to considerable outcome.

The author considers that SLA (Second Language Acquisition) research shows that language learning is a developmental process which cannot be consciously controlled or predicted by teachers or learners. It seems that language learning, if we mean acquiring the ability to use language spontaneously, is strongly driven by

natural processes. However such process can be controlled in case if the subject matter is accuracy of learners' speech. So, Task-based learning represents an attempt to harness natural processes and to provide language focus activities based on consciousness-raising which support these processes.

Thus, in the first part the author depicts the Task-based language teaching as an approach to provide with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. [Kathleen M. Bailey Practical English Language Teaching: Speaking. – London: Longman, 2005]

The TBLT provides with authentic tasks that helps to provide with communicative use of different language skills, helps to create an atmosphere where learners can feel more calmly and able to interact with each others, as well as express their own point of views. It makes students feel as if they are not in the atmosphere of the classroom, and instead put them in different situations that require communicative use of language.

Statement of the problem

Often teachers, as considers the author, are searching for something that could create a difference in their classroom since the problems with teaching English in care caused by students' lack of motivation in their classroom. Accordingly, promoting the learners motivation and interest to learning is considered to be the domain in language teaching and learning process. The main goal of TBL is particularly to find solutions to the problems that are concerned with the poor learner motivation. Actually, the task in this modern approach encourages students to use language naturally, that makes them feel confident and provides with the opportunities to express themselves in the target language.

Further, author deals with the fact as the basic and significant role of speaking in nowadays life:

- Learning speaking involves developing a subtle and detailed language about how, why and when to communicate;
- Speaking takes place in cultural and social contexts;
- People speak to carry out various social tasks, solve different problems in everyday life.

It becomes obvious that learners are to develop the competence they need to use a foreign language easily and effectively in situations they encounter outside the classroom, and they need to experience how language is used as a tool for communication inside the class. “Task” serves as the most obvious means for completing above mentioned task.

Significance of the Study

The author intends to conduct such a study to investigate the effect of using task-based activities on speaking ability. In particular, the main purpose of the investigation is to find better and easier ways for teaching and learning speaking in foreign language and to make the students motivated and interested in language classrooms. The main reason for choosing speaking skill and TBL to apply as tools for conducting research is that Speaking is the most emphasized skill in the institutes and even universities, and it is believed that utilizing task-based activities will firstly motivate the students and enable them to communicate easily and deeply.

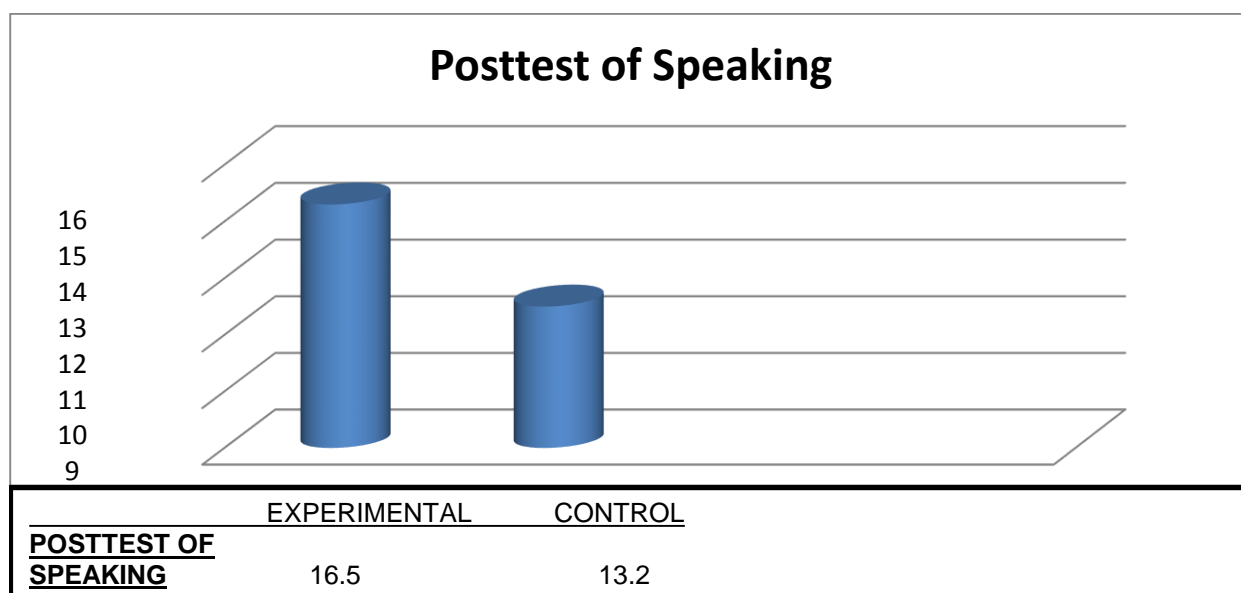
In order to carry out a research the author has chosen tools such as:

- Authentic tasks (real life tasks), such as booking a room in a hotel etc;
- Jigsaw tasks, such as doing a puzzle, or filling out an application form;
- Open tasks: giving solutions to the definite problems (family problems or educational etc.);
- For practicing: information-gap tasks, opinion-gap tasks, and reasoning-gap tasks.

Procedure of the experiment:

First of all, the researcher has chosen 87 students of both genders out of 200 intermediate level students through simple random sampling. At the very first session, a speaking examination was conducted to compare the results after training. Based on their scores the students were categorized into two: the control and experimental groups; later into male and female groups. For each group researcher applies various kinds of tasks depending on their level and ability.

At the end of the course, the students in both control and experimental groups took a post-test and answered 10 questions.



According to the researcher's observation the main reason, why the experimental group has higher degree and better progress, is, students' strong motivation while the control group members less motivated, thus were less attentive and interested in learning. What is more, experimental students have higher inclination to negotiate the meaning or to establish a sound communication with the help of innovative expressions and gestures, in comparison to students of the control group who preferred to memorize everything instead of producing their language skills and abilities.

All in all, having observed the research we can come to conclusion that the effectiveness of applying Task-based language teaching to improve learners speaking depends not only on the teacher or trainer, but mainly on the learners' abilities, interests and motivation. Therefore before trying to appeal TBL it is necessary to consider the main things:

- The materials(tasks, activities) are chosen appropriately;
- The learners are enough motivated and are interested in taking part in the learning process;
- The age and, especially level of participants are proper for the experiment or teaching.

II. 5. “Teaching Oral Communication Skills: A Task-Based Approach” by M. Mojibur Rahman

The present study is based on the author's four years classroom experience at School of Mines, which reports on an investigation into teaching oral communication to the students of Engineering and Technology. In fact, the author chooses undergraduate students for his research and tries to seek possibilities to apply task-based approach in teaching oral and communicative skills. The first part of the paper is devoted to the description of “Oral communicative skills” and ‘task-based approach’. Then, it introduces the institutional contexts in which the oral communication skills course is offered, and the goals of this particular course. The paper concludes with some remarks on the strengths and the limitations of applying TBA in teaching oral communication skills.

First and foremost the author gives the notion of Oral Communication Skills emphasizing its role in teaching and in our life entirely. As Halliday said: “communication is more than merely an exchange of words between parties... (it is a “sociological encounter”) and through exchange of meanings in the communication process, social reality is “created, maintained and modified”. [Nassaji, H. Towards integrating form-focused instruction and communicative

interaction in the second language classroom: Some pedagogical possibilities. *Modern Language Journal*, 84(2), 2000] Another methodologist Clyne finds language and communication as a "...instrument of action".

The author considers the communication as a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. And each person can actively (or passively) participate in communicative process to develop information. In order to function academically and professionally one needs to learn oral communicative skills, as well as not to fail while conducting an interview, sales presentation, legal argument and other formal speeches.(by the way, the effectiveness of the language presentation also depends on natural speech). There are several elements of OCS(oral communicative skills) [Larsen, Diane and Freeman. *Techniques and Principles in Language Teaching*. - London: Oxford University Press, 2000.]

one should be aware: Eye contact, body language, style, understanding the audience, adapting the audience, active and reflexive listening, politeness, precision and conciseness. To conclude, the author clarifies that TBA seems to be suitable for teaching and learning these skills.

The following information is about the Task-Based Approach. Here the author firstly identifies the meaning of "task" through the statements of some linguists, pausing in the history of developing this approach. "Task" is both a means of clinically eliciting samples of learner language for purposes of research and a device for organizing the content and methodology of language teaching" [Brown, James Dean. *Understanding Research in Second Language Learning*. United States of America: Cambridge University Press. 1988.]

Another linguist suggests four defining criteria for tasks:

1. Meaning is primary;
2. There is a goal which needs to be worked out towards;
3. The activity is outcome-evaluated;
4. There is a real-world relationship.

Widdowson distinguishes communicative task from exercise, identifying: “an exercise is premised on the need to develop linguistic skills as a prerequisite for the learning of communicative abilities, while a task is based on the assumption that linguistic abilities are developed through communicative activity” [Henry Widdowson “Teaching English as communication”, United States of America: Cambridge University Press. 1988.]

Later there is presented a number of purposes of Task-based language teaching by Willis: [Jane Willis, A Framework for Task-Based Learning, Addison Wesley Longman Limited, 1996]

1. To give learners confidence in trying out whatever language they know;
2. To give learners experience of spontaneous interaction;
3. To give learners the chance to benefit from noticing how others express similar meanings;
4. To give learners chances for negotiating turns to speak;
5. To engage learners in using language purposefully and cooperatively;
6. To make learners participate in a complete interaction, not just one-off sentences;
7. To give learners chances to try out communication strategies;
8. To develop learners’ confidence that they can achieve communicative goal;

These purposes are considered to be sufficient since they are related to two general goals: communicative effectiveness and L2 acquisition. Actually, most of them are related to communicative effectiveness and they mean that TBL is directed to at improving students’ abilities to *use* the target language rather than at enabling them to *acquire* new linguistic skills.

Further the author provides some activities that are devoted mainly for developing speaking skills and present a course syllabus:

The initial stage is devoted for activities like individual oral presentations and practice in class participation and discussion skills. They serve as pre-tests and are directed to identify students' strengths and weaknesses.

Besides there are presented core activities:

- Discussion/debate: it is an oral type of activity where each student should participate. It is completely student-led since students play all the roles in discussion: they are conductors, observer, group presenter and participating member as well.

Teachers do not participate in discussion; however give their feed back to each student after the debate.

- Oral presentations: here students make formal oral presentations; each presentation is followed by question/answer period, and ended with the teacher's comments.
- Role-play: students are mostly divided into groups each of which consist of four or five people. Students are given situations and take time for preparation. After that they present their role-plays and teacher give comments after the presentation.

To conclude, in this part of the chapter we got acquainted firstly with the theory of what are Oral Communication Skills and Task-based Approach, where the author tries not only to emphasis the role of communication in people's life but also shows the significance of TBL in teaching and learning a language. Further, the notion of Task-based language teaching in theory is presented and, of course, the theory is supported by the experiments and investigations of methodologists, who demonstrate defining criteria for tasks and a number of purposes of Task-based language teaching. This part also contains the information about the possible activities of Task-based language teaching that are devoted for improving oral communicative skills.

II.6 “Task-Based language Teaching” by David Nunan

Actually, David Nunan’s “Task –based language teaching” consists of eight chapters that provide with the information of what the TBL is, what are the components of task, how to assess in TBL, and teachers’ and learners’ roles in TBL. In our section we will focus only on the first part of the book which presents the main theoretical part of the book, which contains the data of defining the sense and role of TBL in language teaching.

First and foremost the author identifies the basic principle and practices that this approach has strengthened:

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The linking of classroom language learning with the language use outside the classroom.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners for focus not only on language but also on the learning process itself.
- The enhancement of the learners’ own personal experiences as important contributing element to classroom learning.

Author gives the definitions to the terms “target task” and “pedagogical tasks” pointing out the statements of other linguist concerning the difference between these terms. Long frames his approach to task-based language teaching in terms of target tasks, underlining that a target task is:

“...a piece of work undertaken for oneself or for others, freely or for some rewards. Thus examples of task include painting a fence, dressing a child, buying a pair of shoes etc...”In a word, a “target task” is anything we do in our everyday life beyond the classroom, and so it is a non-technical and non-linguistic type”. [Long, M.1985 “

Input and second language acquisition theory” In S.Gass and M. Madden (eds) , “ *Input and second language acquisition theory*”, Rowley, Mass: Newbury House]

However the definition of a “pedagogical task” is:

“...an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map listening to a tape, listening to an instruction and performing a command etc...” While another linguist Ellis defines a pedagogical task in the following way: “A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end it requires them to give attention to meaning...” [Ellis, R. 1985. *Understanding Second Language Acquisition* Oxford, Oxford University Press]

Imparting with the aforementioned data the author expresses his opinion saying that, a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. Thus, we come to the conclusion that pedagogical task is a communicative act where the target language is used by the learners for a communicative purpose to achieve an outcome.

Actually Long puts forward five key characteristics of tasks in general:

- Meaning is primary
- Learners are not given other people’s meaning to regurgitate
- There is some sort of relationship to comparable real-world activities
- Task completion has some priority
- The assessment of the task is in terms of outcome.

[Long, M.1985 “ Input and second language acquisition theory” In S.Gass and M. Madden (eds) , “ *Input and second language acquisition theory*”, Rowley, Mass: Newbury House]

Further the author depicts the information about what is the curriculum in methodology and in task-based language teaching, presenting the history of developing curriculum in methodology. Accordingly, Ralph Tyler, [“Basic Principles of Curriculum and Instruction”, Tyler, Hlebowitsh, University Chicago Press] the first linguist who proposed a “rational” model of curriculum that is developed by firstly identifying goals and objectives (in this case it is equal to syllabus), another linguist Lawrence Stenhouse presents some principles for framing a curriculum in TBL [“Teaching About Race Relations”, Rutledge Library Editions, Education. 2014]

- Principles for the selection of content of content- what is to be learned and taught
- Principles for the development of a teaching strategy-how it is to be learned and taught
- Principles for the making of decisions about sequence.
- Principles on which to study and evaluate the progress of students.

The next section is devoted to role of Communicative language teaching and to the defining the difference between TBL and CLT. Firstly, the author underlines the importance of Communicative language teaching in our nowadays life, mentioning that “learning is no longer seen simply as a process of habit formation”. He also considers that in producing a language it is much more important knowing “how to use” that “what to use”, since grammar and vocabulary can be achieved through meaning communication during or beyond the classes. If the subject matter is the difference between these two approaches to language teaching, CLT is philosophical approach to the language curriculum that draws on theory and it is a broader approach that consists of a family of approaches, while TBLT represents a realization of this philosophy at the levels of syllabus design and methodology.

Littlewood++++ represents following skills that need to be taken into consideration in using CLT:

- Linguistic competence (spontaneous and flexible speech) of learners
- Developing skills and strategies for using language communicate meaning as effectively as possible in concrete situations (feedback giving).
- To use the language appropriately and deliberately.

In his book David Nunan mentions about the role of TBL in developing particularly, learners' speaking skill, saying that:

“Speaking is a skill, just like swimming, driving a car, or playing ping-pong. Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only, e.g. knowledge of vocabulary and grammar rules, with little or no attention paid to practising language skill”. [David Nunan, “Language teaching methodology”, Macquarie University, Sydney]

He also characterizes the spoken language as following:

- In most situations, people do not plan ahead of time what they are going to say.
- The fact that speech is spontaneous means that it is full of false starts, repetitions, incomplete sentences, and short phrases.
- Should we expect the students to produce complete sentences in language classroom?

Time-constraint

- The students must be able to produce unplanned utterances in real time; otherwise people will not have the patience to listen to them.
- Which of the following activities do you think would help to prepare students for real life speech in English?
- Reading aloud (needs to be supplemented with more realistic activities as the level increases).
- Giving a prepared talk (may be used for advanced level)

- Learning a piece of text or dialogue by heart more realistic activities as the level increases).
- Interviewing someone, or being interviewed (Yes. It helps to prepare students for real life speech.)
- Doing a drill (needs to be supplemented with more realistic activities as the level increases).

The author gives suggestions on designing speaking tasks:

- One important consideration: Proficiency level of the students (challenging but not too difficult.)
- If the task is too easy or too difficult, the students may be unmotivated.

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Common characteristics in successful speaking tasks:

- Maximum foreign talk
- Even participation
- High motivation
- Right language level
- Maximum foreign talk
- The task must be designed so that the students can complete the task successfully with the language that they have. Otherwise the task will become frustrating and the students are likely to give up or revert to the native language.

The author prefers using group work in speaking tasks and gives advantages of using group work.

The next important factor of TBLT is the role of learners in teaching and learning process, while this method is highly learner-centered where the teacher should be as

a trainer or controller to direct the participants. As Brren++++notes: “outcomes will also be affected by learners’ perceptions about what they should contribute to task completion, their views about the nature and demands of the task takes place. Additionally, we cannot know for certain how different learners are likely to carry out a task. We tend to assume that the way we look at a task will be the way learners look at it. We cannot be sure, then, that learners will not look for grammatical patterns when taking part in activities designed to focus them on meaning, and look for meaning in tasks designed to focus them on grammatical form.

In conclusion, the book is fully devoted to the theoretical database of teaching and learning in TBLT, presenting information about “target task” and “pedagogical task” in teaching, about what is the curriculum in methodology and in task-based language teaching, the role of Communicative language teaching and the difference between TBL and CLT, and lastly, the role of learners in teaching and learning process. The author supported his ideas with the statement of linguists who dealt with this field of language teaching

CHAPTER III

PROSEDURES AND PROCESS

A. *RESEARCH PLAN*

III.1. Statement of purpose

A. Purpose for conducting the study

1.The goal

1. The main goal of carrying out this research is to find the improvement of pupils' speaking skill by using Task -based Approach, as a modern method of teaching English.

2. The objectives

- To identify the effectiveness of TBL for developing learners' speaking skill while teaching target language.
- To point out the importance of "tasks" to practice speaking in English lessons.
- To create a positive environment and give opportunities for learners to communicate in authentic situations.
- To stimulate learners use language naturally allowing them to share ideas and develop their self-confidence.
- To explore positive features and drawbacks of using target language not only inside the classroom but also outside it, in everyday life.
- To gather and analyze the data by using different research techniques
- To think out possible "tasks" for the development of speaking skills in teaching EFL with the help of TBL.
- To find out possible solutions to the problems concerning with pupil's speech: fluency and accuracy, as well as with their self-confidence.
- To search for the ways of making the lesson different form others so as to rise pupils' motivation to learn the language.

A. The research hypothesis

The research hypothesis is that the results of the investigation totally depend on how the pupils' react or accept the new approach of teaching English.

B. Research questions

- Is it better to use modern methods of teaching for developing speaking instead of traditional ones?
- How is it possible to identify learners' level of speaking skill at secondary school and is it significant before applying TBL?
- How to reveal the effectiveness of TBL in teaching speaking?
- What kinds of tasks teachers can employ while teaching with the help of TBL?
- What is the teacher's and pupils' role in English lessons with TBL?
- How to create a positive atmosphere for learners so that they could speak simultaneously and feel self-confidence?
- How to raise the students' interests in learning a foreign language with the help of authentic materials?

II. Method

A. The subjects

In order to achieve aforementioned goal it was necessary to carry out a research work with pupils studying at secondary specialized school. We chose seventh grade pupils for our investigation who study at school №182 situated in Chilanazar district in Tashkent city. The class consists of 21 pupils with the age about 13-14. The lessons took place three times a week (since it was a school with English language bias) on Mondays, Wednesdays and Thursdays. In the class there were 10 female and 11 male learners. (the list of pupils are presented in the table) The teacher of the class was Kambarova Marjan for six weeks.

Table 1

Names of participants

	Names and surnames of “7A” pupils
1.	Kochetkov Igor
2.	Levin Anatoly
3.	Madumarova Kamila
4.	Mirvalieva Mumtoz
5.	Mutalova Maftuna
6.	Nazirova Malika
7.	Normatova Shirina
8.	Nosirova Malika
9.	Oybekov Rasulbek
10.	Pogosyan Mary
11.	Rasulova Kamila
12.	Raxmanberdiev Alisher
13.	Risbaev Ulugbek
14.	Satisheva Arina
15.	Sultanov Firdavs
16.	Tugushev Bulot
17.	Umarova Alisa
18.	Xaydarmal Abdusalim
19.	Xamdamov Jasur
20.	Xodjatov Shamil
21.	Yurushyuk Viktor

Table 2

Si
nc
e
pu

Class	Age	Gender		Total number N=21
		Male	Female	
Class 7 “a”	12-13	11	10	21

pils’ level was various it was a little bit difficult to make a decision what kinds of materials and equipment to use in the lessons.

The course-book for teaching English was Fly High, which seemed to be not quite appropriate for attempt of applying Task-based learning. Therefore to achieve goal and get outcome form teaching it was necessary to create and utilize other tasks before organizing the lesson. Actually, the tasks were based on improving learners’ communicative skills and motivating them to learn English. We abandoned the traditional tasks like translating texts into native language or target language, reading the texts and retelling it, to write dictations and many others. Instead of them we found it to be both interesting and effective some authentic activities that are supplied in TBL for FL teachers. In fact, in TBL there are three stages of completing the tasks:

- Pre-task cycle is the stage when learners are introduced with the rules of the task and its procedure;
- Task – Planning or task-cycle is the report cycle, that means presenting the task in front of the audience;
- Post-task is devoted to the learners sharing with ideas, difficulties and likes/dislikes the task.

Samples of tasks completed by pupils in the lessons:

1. Listing and/or brainstorming
2. Ordering and sorting

3. Matching etc.

(Later in our work, we are going to describe possible activities which refer to above-mentioned types of tasks)

B. `Materials and Equipment

1. Materials

In order to collect data and to work with the subjects chosen for the current research study, the researcher used the following research tools. The research was performed in five phases:

- 1) Observation lessons;
- 2) Pre, while and post activities;
- 3) Questionnaire;
- 4) Lessons with game;
- 5) Speaking tasks
- 6) Interviewing the learners

2. Equipment

To conduct the lesson were necessary some technical and non-technical equipments. To make the lessons more colorful and innovative we used computers, mobile phones (for playing the music), and projector to make presentations.

In order to prepare materials for the lesson, to write the lesson plans, handouts and tables it was necessary to apply for computer. What deals with non-technical equipment, during the lessons we used tools such as board, pens, pencils, crayon, posters, pictures etc.

C. PROCEDURE

Variables

According to some methodologists there exist five variables in statistical studies of language teaching and learning.

In this study we can illustrate such variables as:

The dependent variable was ability to speak fluently and accurately in English.

The independent variables were the factors (pupils' level, age and interests) influencing the selection of tasks for EFL learners, i.e. suitable speaking tasks used while teaching with the help of TBL.

The moderator variables are essential to choose necessary material for conducting the research and to direct pupils' learning process.

The control variable was the possible outcome from the research and ways of assessing the pupils.

The intervening variable was identifying the improvement of pupils' speaking skills, both fluency and accuracy owing to the applying of TBL in the lessons of English language.

Steps of teaching

Observation lessons

Pre-,while-, post- speaking tasks

Questionnaires

Discussion of the topics

Different speaking tasks

The aim of having these steps during the research was an attempt to apply TBL to find the effectiveness of authentic tasks for developing learners' communicative skills.

Analysis of data

Before starting teaching the pupils, researcher had to observe them within six lessons per day: in maths, history, Russian and Russian literature, English and Uzbek language lessons. The aim of the observation was to find out pupils' level, abilities, knowledge, weaknesses and strengths as well as to observe the interaction of pupils with their groupmates and teacher. The researcher kept a diary and put down all stages of lessons, teacher's and pupils behavior during the lesson, and the types of activities pupils preferred in the lessons. Moreover, one of the most important fact was to discover learners' likes/dislikes and their strong and weak sides. Later while teaching English to the class № 7 "a" teacher takes into consideration all abovementioned facts.

Actually all lessons consisted of three parts: pre, while and post. Pupils completed tasks in each stage of the lesson:

Pre-task (10minutes)

At the beginning of the lessons, teacher told the topic and gave instructions to the activities that pupils were going to complete. The lesson was devoted to the developing pupils' overlook and practicing their speaking ability. Thus, teacher had prepared cards with words and pupils should have had to choose one card without telling the word, they should have described its meaning. The others task was to guess the word by its meaning. One by one pupils came up and completed the task.

The aim of the activity *(the type of the task is brainstorming)* was to make pupils speak and check their vocabulary.

While- task (10 Minutes)

In this part pupils were distributed small texts and pictures of famous people of the world. Their task was to identify those people and match with the pictures.

(Appendix 1)

The goal of the task (its type is matching) was to widen pupils' knowledge of famous people and create a positive atmosphere.

Post-task (25minutes)

This part was usually devoted to attaching and consolidating the previous materials taught during the lesson.

Questionnaire

The researcher distributed sheets of paper to the learners and they gave their opinions in two-ten sentences. Through questionnaire the researcher planned to know their preferences, opinions and some more detailed information about teaching Speaking with the help of authentic materials . (The questions are given in the next part of the qualification paper).

DATA COLLECTION

Actually the observation process began from 6th until 20st of February. During this period of time researcher prepared activities and watched the pupils' progress. The February month was devoted to the study of the topic: "Shopping and customers' right". During all lessons researcher had to put down the learners' mistakes, lacks, strengthens and weaknesses etc. At the end of the passive practice researcher have made a decision of the possible ways and techniques that could be more appropriate for learners.

In fact the observer used to attend the classes both related and also non related subjects taught to the class 7th "a". English language was taught by an experienced teacher Ikramova Shakhnoza Tashbulatovna. She used course book Fly High in the lessons. Below there are several lesson observations done by the researcher within 2 weeks of passive practice qualification.

On the 8th of February the researcher visited 7th "a" class pupils lesson, the topic of which was popular TV programs. The lesson took place 45 minutes and the researcher made notes on how the lesson was conducted.

The aims: to introduce pupils with some popular TV programs; to practice reading for detail, writing and speaking production skills.

At the beginning of the lesson teacher checked pupils' home tasks. Teacher wrote the topic and gave instructions to the tasks that would be completed that day.

Warm- up

Pupils played a game called "20 questions"

One pupil thought of an object (person, place, or thing). Everyone took turns asking yes/no questions until someone could guess correctly (or until 20 questions are asked). The difficult part was that pupils cannot ask "wh" questions Example: PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner? No, etc.

Pre-activity

In order to introduce the topic and make pupils think teacher asked some questions concerning the topic. Some of them are presented here:

- What does TV program mean?
- What is your favorite TV program?
- Do you know the most popular TV programs in our country?

***Feedback:** Pupils answered in various ways: some did several grammar mistakes with the choice of verb or some pupil had difficulties in selecting the appropriate words. However 2 or 3 pupils could not share their thoughts, because of poor lexicon.*

While-activity

In this stage teacher conducted a debate devoted to the topic “is the TV beneficial or not?” where pupils were divided into two teams, team pro and team con. Teacher gave some time for discussion in their team and then they started putting forward their ideas and opinions concerning the topic. Afterwards, they started directing questions to the opposite team members.

***Feedback:** This activity gave a lot for me for analyzing pupil's level of speaking skills, their weak points in their speech and their strong sides of speech etc. Accordingly, not all pupils could produce their thoughts concerning the topic (approximately 15 % of pupils had considerable difficulties with speech production). On the other hand the half of the class could speak fluently using linking words, synonyms, sayings and phrasal verbs. However we found their speech to be not accurate, they didn't know when to use Present Perfect tense, what is the difference between Present Perfect tense and Past Simple tense etc. thus I have made my mind that they were to be taught grammar due to its usage in authentic situations, while completing the tasks. (If necessary we would correct their grammar mistakes).*

Post-activity

Pupils were told to make a presentation staying in a group. And one presenter should have had to demonstrate it for the whole class. The topic was “My favorite TV program”. All pupils participated actively while completing the task and two members illustrated their works (they draw a picture).

Feedback: *this kind of task showed me what kinds of problems pupils meet and mistakes they do. I have made some note concerning their grammar mistakes and weaknesses in vocabulary and speech at all.*

Having observed the lessons we have put forward tasks for completion within the teaching process. They are:

- To make learners practice their speaking in authentic situations: in role plays, making interviews, pretending as if they are in real life, by creating real life atmosphere;
- To use authentic tasks which make the pupils enjoy the learning process;
- To motivate pupils learn English in open atmosphere, so that they feel as if they are at home with their family members, in the street with their friends etc.
- To enable learners be confident while making speech in audience, by using some strategies and techniques such as: making presentations, giving feedback to each other etc.
- To make learners with some difficulties in learning work more than other pupils. To get this it is necessary to pay more attention to them, as setting them the leader of the team while completing the tasks in separate teams.
- To create such tasks for pupils that to complete them pupils have to use innovative technologies such as projectors, laptop and mobile phones. Also to use visual aids such as pictures, cards, presentations etc.
- At last, make learners learn the language not by obligation, but by desire with a great pleasure.

All in all, the observation process helped us to identify learners possible level of speaking, pupils' strong and weak points, their learning style, interests, likes and dislikes. Thus:

- Their level of speak concerning more than the half of the class was A2, however some of them had A1 (in the table below will be illustrated their exact level of speaking according to the examination made by the researcher at the beginning of the teaching process.
- Most of pupils were kinesthetic and visual learners since they preferred working with pictures, cards and other visual aids. What is more pupils liked to act, to make role plays and take active participation in some actions, situations created by the teacher on a definite topic. (*Think as if you are in a party, and you are famous people...*)
- Pupils didn't seem to be interested in making tasks like *translate the text into native language, read the text and fill in the gaps, write an essay on any topic and some others*. Therefore taking into consideration pupils' interest we chose tasks that are motivation as well as appropriate for our research work.

CHAPTER IV

RESULTS AND DISCUSSION

In this qualification paper we took TBL as a modern approach of teaching to see the development of pupils' speaking skills. In order to observe and identify the learners' level the researcher had conducted testing which consisted of three parts: pre, while and post parts. The testing took part in the first lesson of teaching process. The investigation was devoted to the identifying of pupils' knowledge, i.e. their speech production. It was necessary for research in order to define learners' level.

In the first part of the lesson, teacher conducted a questionnaire, where pupils were asked questions prepared by the teacher beforehand (the questions were dealing the pupils themselves). Furthermore a list of questions was prepared for teachers to see their attitude toward using TBL in lessons of English language. In the while –part of the lesson the researcher prepared topics for discussion to see if pupils could share with their ideas concerning the certain topic. And the post part was devoted to the description of the pictures. (*Appendix 1*)

Part 1

Questionnaire to the students

1. What is your hobby?
2. What do you usually do in your free time?
3. What is the last novel or book you have read in English?
4. Do you watch films in English?
5. Would you like to speak in English at home or in the company of your friends?
6. Do you like cooking and baking?

7. Would you like all lessons at school to be taught in English?
8. What is your favorite subject?

Questionnaire for the teachers

1. Do you prefer teaching through traditional methods or modern ones?
2. What problems do you see in the students' speaking skills?
3. How do you try to go over expected problems?
4. Do you consider TBL can be effective for learners' speaking skills?
5. What other skills can be formed and developed through TBL?
6. What development strategies of speaking skill in EFL can you suggest?

Part 2

Topics for discussion

- My family
- My best friend
- School life
- Four seasons of the year
- My future plans
- About myself
- My mother is my close friend
- My favorite pet
- An English lesson

Part 3

Distribution of the pictures related to the topics (*Appendix 2*)

- In canteen
- In Space
- At hospital
- In the shop

The results of the teachers' questionnaire shows that pupils made lots of grammar mistakes, such as in the usage of verb tenses, lack of vocabulary lead to the usage of words twice in one sentence, instead of using synonyms. However pupils could make up sentences not breaking the word order.

Pre-task of the testing was devoted to the questions to which one by one pupils answered. About 60 % of the class could somehow complete the task, however 40 % of them could not accomplish the task.

While-task was devoted to the discussion of the topics and some pupils could not speak on the given topics. Each time they asked to translate into Russian and allowance to speak in Russian language.

Post-part was devoted to the description of the pictures and the pupils preferred completing the task. It gave us to consider that usage visual aids motivate learners while learning languages.

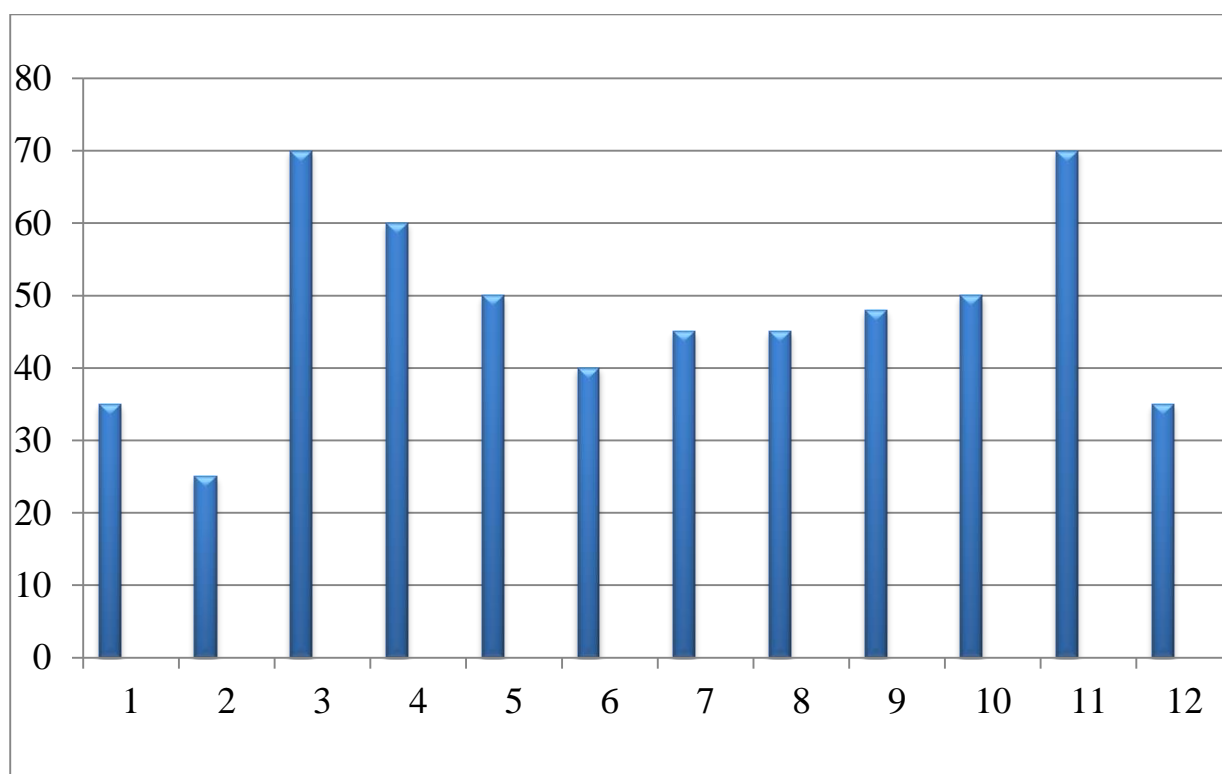
The criteria of assessment was as following:

✓ The use of special vocabulary	20 points
✓ The fluency of speech	20 points
✓ Pronunciation	15 points
✓ Grammar	15 points
✓ Creativity	15 points
✓ Style of word choice	15 points

Table 2**The results of the analysis:**

№	Names and surnames of “7A” pupils	Scores
1.	Kochetkov Igor	35
2.	Levin Anatoly	25
3.	Madumarova Kamila	70
4.	Mirvalieva Mumtoz	60
5.	Mutalova Maftuna	50
6.	Nazirova Malika	50
7.	Normatova Shirina	60
8.	Nosirova Malika	60
9.	Oybekov Rasulbek	70
10.	Pogosyan Mary	60
11.	Rasulova Kamila	70
12.	Raxmanberdiev Alisher	35
13.	Risbaev Ulugbek	45
14.	Satisheva Arina	71
15.	Sultanov Firdavs	71
16.	Tugushev Bulot	71
17.	Umarova Alisa	65
18.	Xaydarmal Abdusalim	35
19.	Xamdamov Jasur	60
20.	Xodjatov Shamil	30
21.	Yurushyuk Viktor	65

Pupils form 1-12



Pupils from 13-21

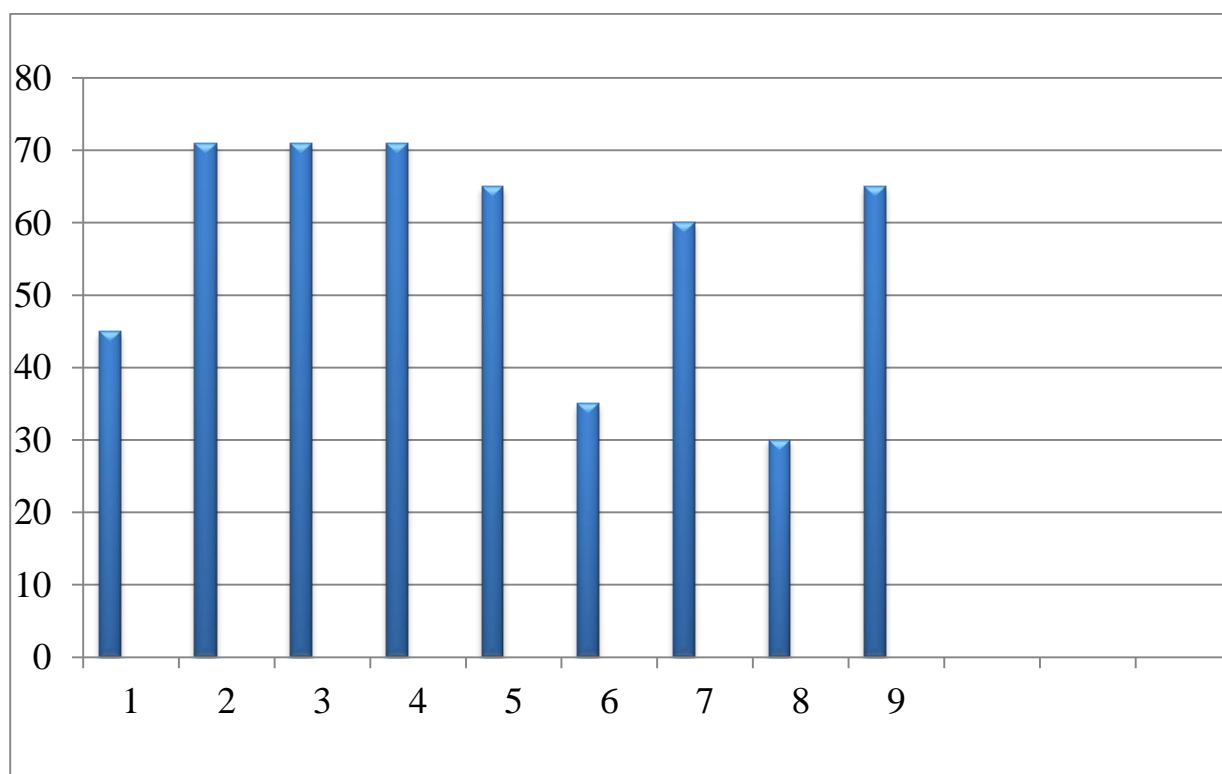


Table 3

	Analysis of level clarification	
<u>1</u>	Level	Approximately 70% (percent) of pupils of the class had A2 level in speaking, about 25% (percent) had A1 level, and however 5 % (percent) could say only some words in English.
<u>2</u>	Ability to speak fluently and accurately	According to the research done while observing the pupils, only about a quarter of the class (25%) could speak fluently and accurately: on various topics, using linking and transferable verbs, using verbs in required forms (Past, Present or Future) and were able to control their emotions and nervousness, not losing their self-confidence and controlling their sequence of thoughts;

Having observed the lessons we have got to know pupils' abilities, interests and weak points, moreover observation helped to identify the type of interaction between teacher and pupils. It was mostly teacher-pupil interaction. However we decided to conduct lessons mso that pupils interacted with each other more and the teacher palyd the role of instructor. What is more, the testing part helped us to clariffy ppupils' level that was 60 % A2, 30% A1 and 10 % are the pupils with lack of knowledge of Enlish language.

Actually, pupils were taught English by the course book Fly High 7 and researcher used to utilize this book in teaching process, however the activities and task were not coinciding for the research work. Therefore, in order to conduct the lesson in open atmosphere (as it is suggested in TBL) we have prepared some activities for learners that were, undoubtedly, appropriate for their level.

Here are some lessons that researcher had conducted (*Appendix 3,4*):

The researcher conducted the lesson, the topic of which was “Famous people of the world”. The lesson took place on 20th of February.

Aims:

- To revise the previous topics;
- To make pupils get acquaintance with famous people in the world;
- to develop pupils' outlook and knowledge of famous people;

Warm up

In the beginning of the lesson pupils played a game and teacher gave the instruction of that game in English.

Accordingly, the teacher had prepared cards with famous people's names on them. The teacher taped one card on the back of each member. Then everyone pretended as if they were at a party and asked each other questions to find out their own identities. When someone guessed their own name correctly, the name-tag got to be taped to their front and they continued to chat with the party guests until everyone is wearing the nametag on the front.

Feedback: *This task was aimed to enlarge learners' outlook and practice their speaking in an open atmosphere. The teacher created such environment where learners felt as if they are using the language in the company of their friends where it was not necessary to keep the grammar rules. Their speech was not so accurate however they could use make sentences correctly. (On the exception of 30 % of pupils who could not speak in English at all)*

Pre-activity

In this part firstly teacher gave the instruction to the task that the pupils were going to complete. Later teacher distributes the pictures of famous people and some texts about them. Pupils should have had to identify the person and match them with the pictures. Later pupils chose one person from the list and told about them.

Example: ...was an American actress and model. Famous for playing comic "dumb blonde" characters. She continues to be considered a major popular culture icon.

The answer is: Marilyn Monro. (*Appendix 5*)

Feedback: *This task was aimed to create such atmosphere where learners worked collaboratively, actively and be creative. No one was passive since the task was a kind of competition that helps to improve learner's transferable skills. What is the most essential is that learners one by one used to speak about the person (famous person) whom they would like to. While speaking pupils made some grammar mistakes and didn't know the translation of some words. The teacher put down their mistakes and helped to translate the words from Russian into English. At the end of the task teacher told them their mistakes and explained the grammar rules that they needed.*

While- activity

Teacher distributes a text which is separated into many parts. Pupils should gather the text and retell it. Teacher also gives the questions according to the text. (*Appendix 6*)

Feedback: *The main aim of this task was to make learners speak spontaneously and fluently. Immediate speech would help them to recall the words from their passive vocabulary. While doing the task pupils did the mistakes concerning the grammar rules: they could use the noun form instead of verb or use only Present Simple tense without continuous or perfect tenses etc. while learners presented their speech*

teacher kept not disturbing them instead at the need of the task gave feedback to their speech.

Post- activity

This part was devoted to the song, as the pupils were given lyrics of a song (Palina Gagarina “Million voices”) and their task was to fill in the gaps by listening to the song. After that pupils sang the song all together. (Appendix 7)

Feedback: *Applying such kinds of tasks is both entertaining and effective for learners’ pronunciation and helps to develop their listening comprehension. Pupils could complete the task fast and easily and while singing the song we realized that they possessed good pronunciation.*

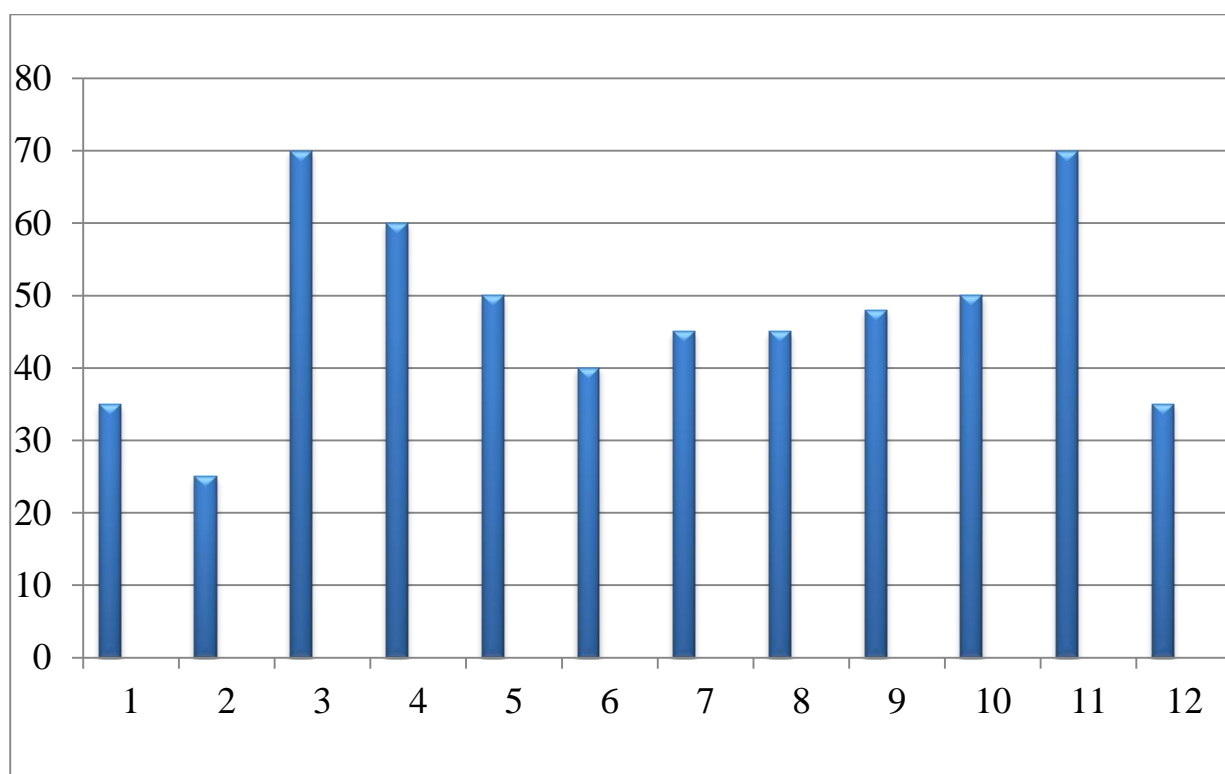
Entirely, first lesson seemed to be conducted successfully since the pupils liked the activities they did. Also the main goal of ours’ was to motivate pupils and make them learn language not automatically but through the tasks spontaneously.

In fact, almost all lessons were conducted in such way, where pupils participated actively and enjoyed the process of teaching English with the modern method of teaching as TBL. They felt as if they were not in the classroom but whether they were with their friends or parents as the teacher tried to create such atmosphere, where learners could feel like that. The most important fact is that even the passive pupils, those with less knowledge of a foreign language, each time came up to the teacher and asked how to translate the sentences, how to say correctly or how to write the texts or sentences correctly. They never had been passive and worked more than other pupils who already had good background knowledge of English language. We discovered that TBL motivates participants learn with a great desire, makes them practice speech fluency and accuracy. And we consider that we could achieve success in making better learners’ speaking with the help of TBL.

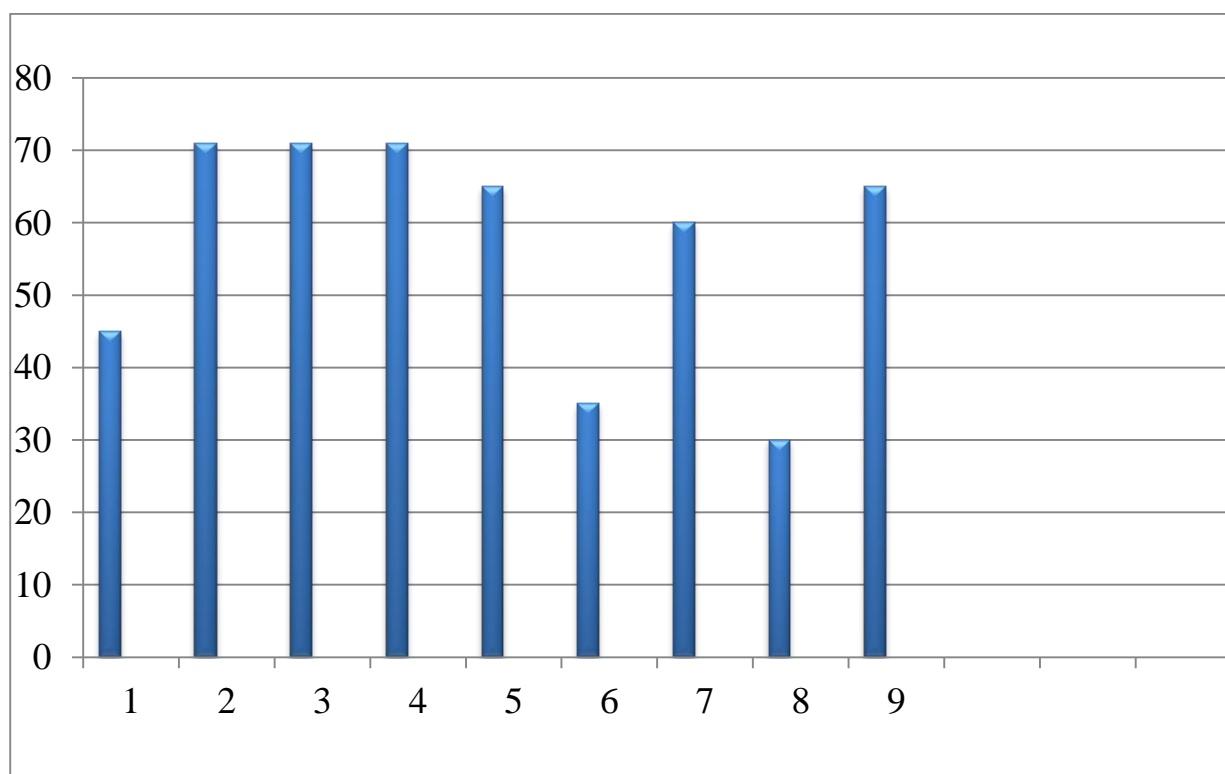
The results of the analysis before teaching:

№	Names and surnames of “7A” pupils	Scores
1.	Kochetkov Igor	35
2.	Levin Anatoly	25
3.	Madumarova Kamila	70
4.	Mirvalieva Mumtoz	60
5.	Mutalova Maftuna	50
6.	Nazirova Malika	50
7.	Normatova Shirina	60
8.	Nosirova Malika	60
9.	Oybekov Rasulbek	70
10.	Pogosyan Mary	60
11.	Rasulova Kamila	70
12.	Raxmanberdiev Alisher	35
13.	Risbaev Ulugbek	45
14.	Satisheva Arina	71
15.	Sultanov Firdavs	71
16.	Tugushev Bulot	71
17.	Umarova Alisa	65
18.	Xaydarmal Abdusalim	35
19.	Xamdamov Jasur	60
20.	Xodjatov Shamil	30
21.	Yurushyuk Viktor	65

Pupils form 1-12



Pupils from 13-21



While observing we have noticed that pupils kept sitting silently just doing the exercises and when it was time to speak they did not know how to express their opinions orally or they hesitated to say what they knew. It was as if they had a language barrier. Therefore we decided to activate them by giving such tasks which demand to be done orally and in teams. The pupils could complete the tasks successfully and it seemed to us that we could achieve our aim.

With the encouragements of our teachers and our great challenge after conducting the lessons we had post –test with the pupils again. This time we gave tasks of three types. In the form of preparing dialogue on the topics:

- At the doctor
- Asking the way
- In the department store
- At a hotel

The aim of setting this task was to check the students if they could speak in English in different spheres of life.

Thus, to verify the possible effect of applying TBL for improving learners' speaking skills at the end of the teaching process the teacher conducted a questionnaire. The questions are listed below:

- What is your best childhood memory?
- If you could travel anywhere, where would you go and why?
- What teacher in school made the most impact on you and why?
- What was one of your most defining moments in life?
- How do you spend your free time?
- Who do you most admire in life?
- What are you most afraid of?
- If you could witness any event of the past, present, or future, what would it be?

The aim of the second test was to check learners' speaking fluency and accuracy.

Moreover, the teacher distributed pictures on certain topics and pupils' task was to describe the pictures engaging their imagination. (Appendix) The topics are listed below:

- At dentists'
- At the hairdresser
- In the restaurant
- In the park
- In the hospital
- In the shop

The aim of using the third test-task was to check the creativity of the learners.

Pupils were assessed according to given criteria:

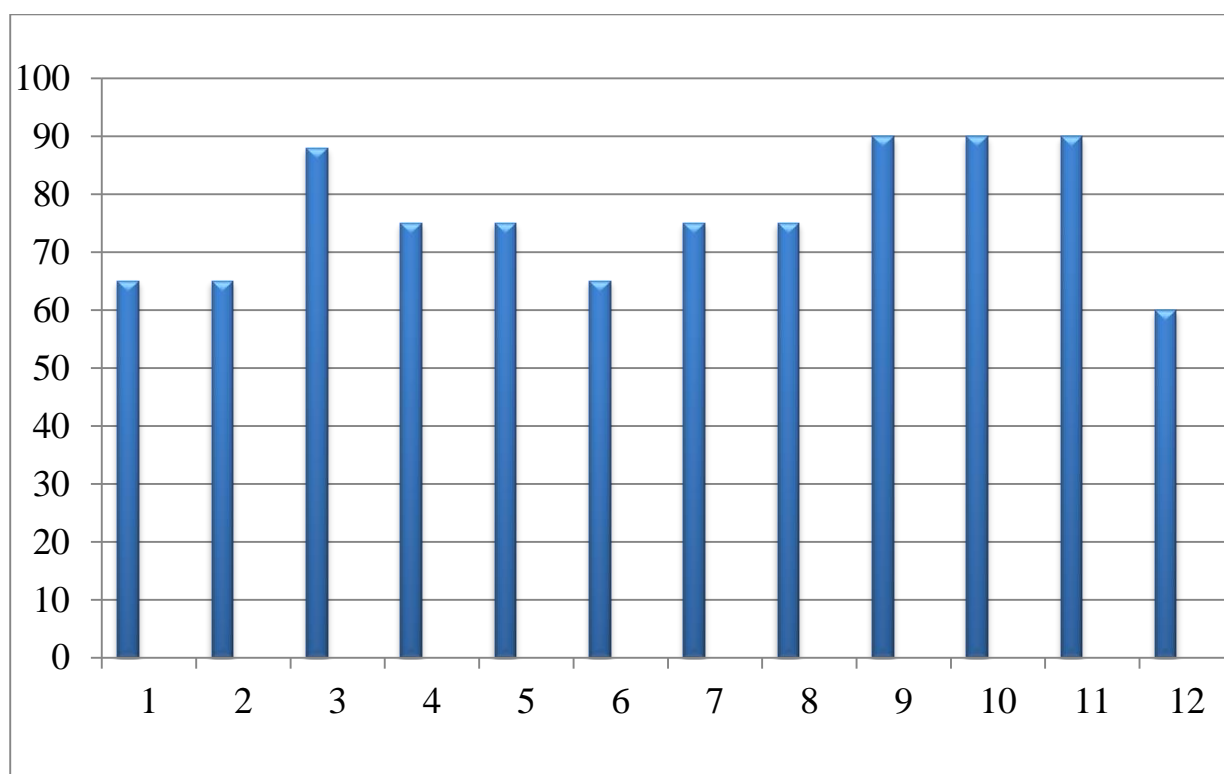
✓ Accuracy of speech	15 points
✓ Fluency of speech	15 points
✓ Ability to speak spontaneously	10 points
✓ Ability to tell relevant material	10 points
✓ Ability to use necessary vocabulary	10 points
✓ Creativity	10 points
✓ Pronunciation	10 points
✓ Grammar	10 points
✓ Style of word choice	10 points

The result of the Questionnaire is demonstrated in the chart below. And to compare and see the possible outcome we are going to illustrate both charts:

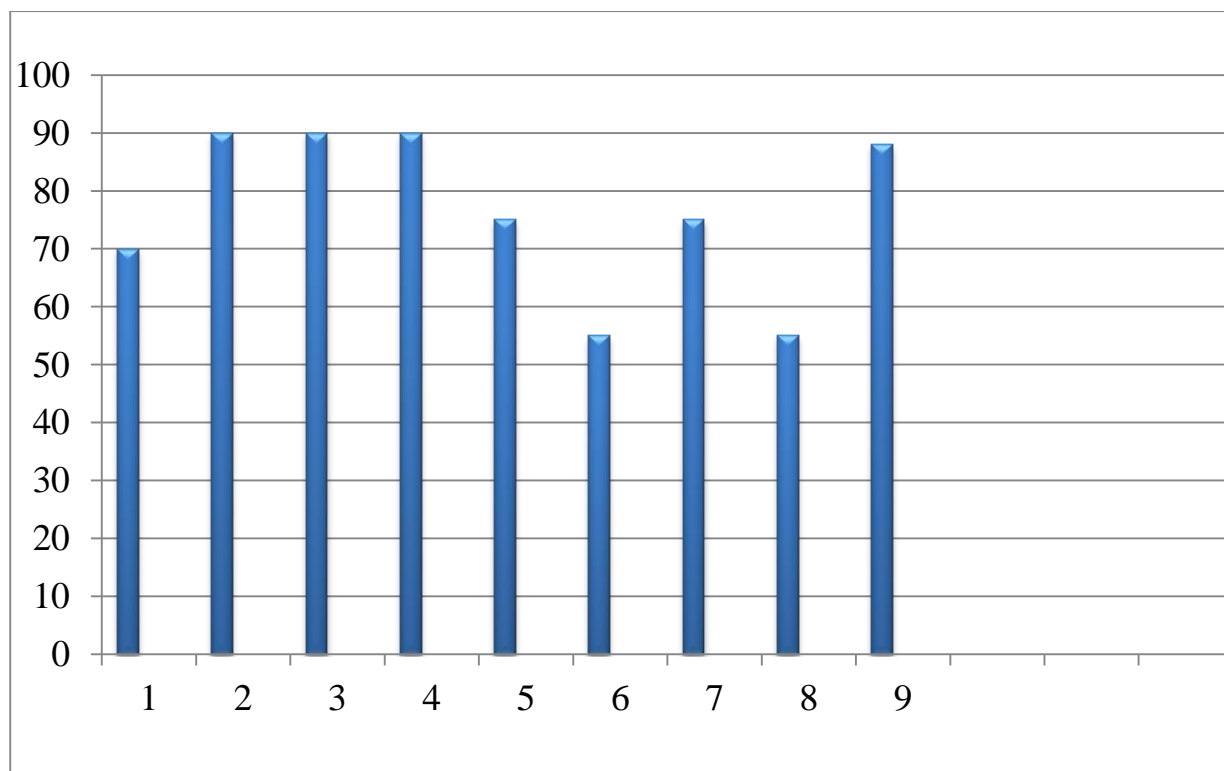
The results of the analysis after teaching:

№	Names and surnames of “7A” pupils	Scores
1.	Kochetkov Igor	60
2.	Levin Anatoly	65
3.	Madumarova Kamila	88
4.	Mirvalieva Mumtoz	75
5.	Mutalova Maftuna	75
6.	Nazirova Malika	65
7.	Normatova Shirina	75
8.	Nosirova Malika	75
9.	Oybekov Rasulbek	90
10.	Pogosyan Mary	90
11.	Rasulova Kamila	90
12.	Raxmanberdiev Alisher	60
13.	Risbaev Ulugbek	70
14.	Satisheva Arina	90
15.	Sultanov Firdavs	90
16.	Tugushev Bulot	90
17.	Umarova Alisa	90
18.	Xaydarmal Abdusalim	55
19.	Xamdamov Jasur	75
20.	Xodjatov Shamil	55
21.	Yurushyuk Viktor	88

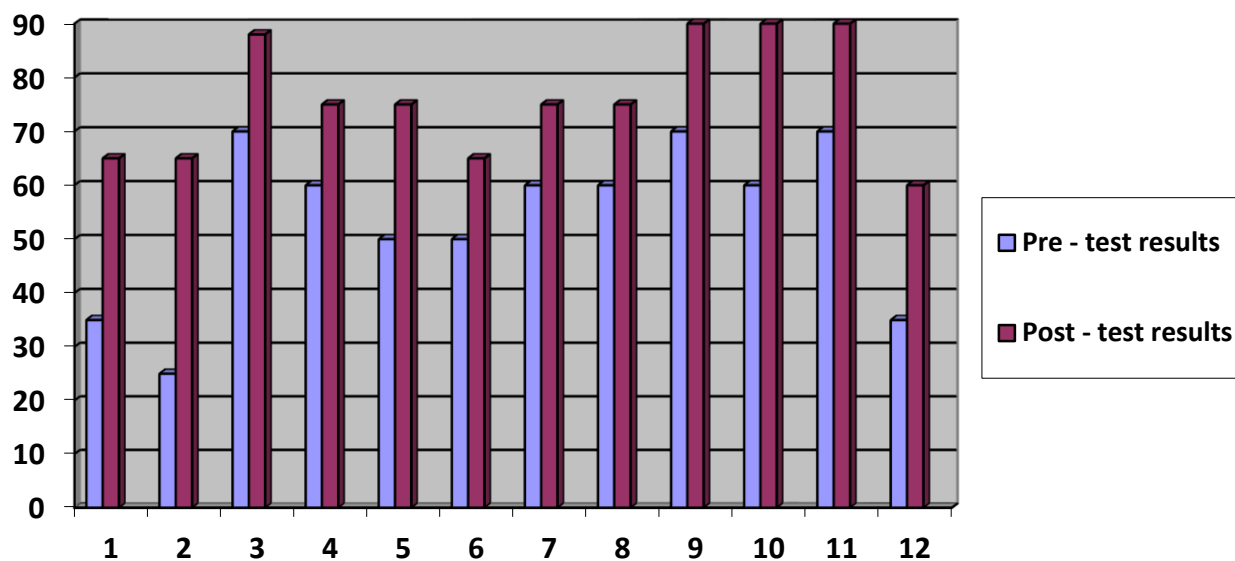
Pupils form 1-12



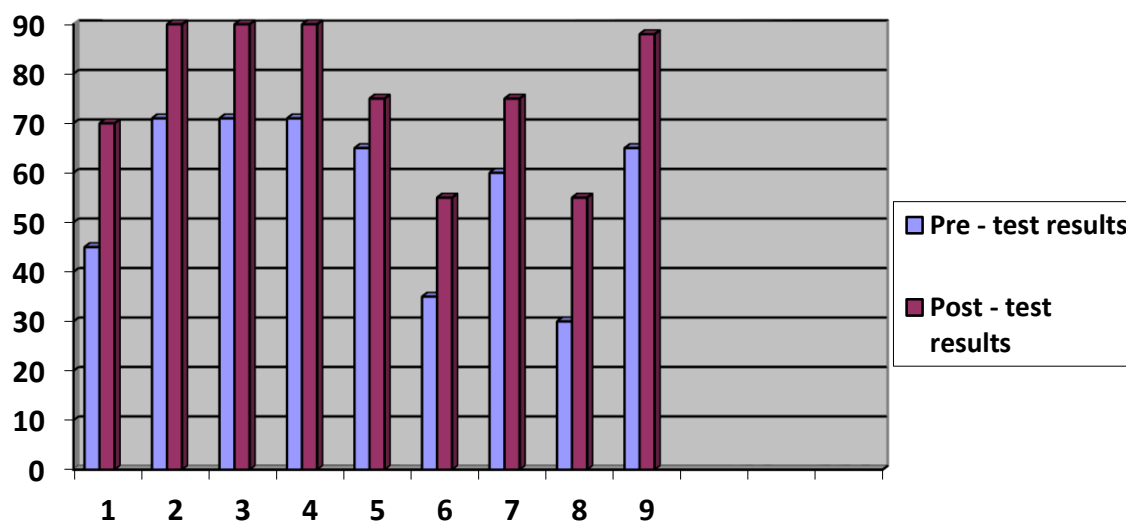
Pupils from 13-21



Pupils form 1-12



Pupils from 13-21



Above given two charts show the great change of pupils' speaking skills as the result of applying TBL while teaching English in class 7. In the charts the pre-task cycle shows that most of the pupils' speaking skill is higher in post-test than in pre-test.

CHAPTER III

FINAL REFLECTIONS

Learning a foreign language is becoming a mandatory requirement not only in the world but also in our country. Therefore the government is creating all essential conditions and opportunities for people so that they could afford to learn a foreign language easily and promptly. The prominent evidence of aforementioned facts is the Presidential decrees № 1875 and 1971 which we revealed before in our research writing. At school № 182, as we observed, teaching English language is the main requirement of school standard and that's why English is taught at least three times a week. While observing the teaching process, we made notes of how the learners were participating, what kinds of difficulties they were facing and whether they were motivated to learn a foreign language or not.

Having considered all abovementioned facts we decided to make an attempt to use a modern method of teaching Task-Based Approach which is becoming an actual method of teaching a foreign language. Our main goal was to develop learners' speaking skills with the help of "tasks" that we applied together with creating an open atmosphere for learning. For this stuff we made a research work choosing 7 "a" class pupils for investigation. Before starting the investigation we had put forward certain questions to which we had got answers completing the research work:

- Is it better to use modern methods of teaching for developing speaking instead of traditional ones?

According to the results of test we have conducted before and after teacher, it is better to use innovative methods of teaching, since they are aimed to motivate pupils learn language by their own desire. Moreover, the "tasks" used in modern methods of teaching are seem to be more effective and interesting according to how pupils react and completed them. (They were enthusiastic and all their attention was engaged in filling the tasks).

- How is it possible to identify learners' level of speaking skill at secondary school and is it significant before applying TBL?

In order to identify learners' level of speaking skill the teacher had conducted a speaking test, which formed in three stages: Questionnaire to the students: pupils answered to the questions about themselves; topics for discussion, teacher distributed topics and pupils' task was to tell something concerning the topic; distribution of the pictures related to the topics: pupils told about the pictures. Thus, having conducted the test the teacher made a table which shows the results and pupils' points. Identifying pupils' level was necessary for teacher to compare and see the growth in learners speaking from applying TBL.

- How to reveal the effectiveness of TBL in teaching speaking?

Actually, the tasks used in TBL are authentic materials that mean materials taken from the real life. One example can be organizing a party where pupils felt themselves as if they are celebrities and talked to each other. While completing the task pupils practiced their speaking skill unconsciously and deliberately. Having completed such kinds of task within two months pupils' communicative skills considerably increased.

- What kinds of tasks teachers can employ while teaching with the help of TBL?

The used types of tasks are followings: Matching (pupils matched the pictures to the texts according to the meaning); Brainstorming (pupils were given a long word to the each letter of which they composed words), Sorting (pupils were asked to choose one category and name the things relating to that category) and others.

- What is the teacher's and pupils' role in English lessons with TBL?

The TBL is method which demands the lessons to be learner-centered where the pupils are encourages working by them more than just doing teacher's orders. In our case the teacher tried to create such atmosphere where learners worked in teams, helping each other or in a pair. Less time pupils worked individually. Accordingly, it helped to develop their transferable skills. If to say about the teacher, she played a

role of facilitators: gave the instruction to the tasks and kept silence during the whole activity, only she helped if pupils asked to do. At the end of the each lesson teacher told pupils' mistakes from the notes that she had made in the lesson.

- How to create a positive atmosphere for learners so that they could speak simultaneously and feel self-confidence?

Some pupils have a language barrier or feel shy to speak English, some are just afraid of making mistakes. It is necessary not to avoid those pupils letting them to sit behind, but instead it is essential to organize the activities in such way where they are in the center of the attention and they will try to work for their team (In our teaching process we worked with those pupils more and each time selected them as a leader of the team). In such cases nobody felt bored.

- How to raise the students' interests in learning a foreign language with the help of authentic materials?

Authentic materials are those which are based on real life. We have always given the sample of that task and now it is necessary to reveal if they helped to raise pupils' interest of learning a foreign language. According to the teaching process, pupils did the tasks with a great enthusiasm since the tasks were easy to complete.

In conclusion, the research work could give the expected results and it is possible to apply Task-Based Approach at secondary schools. The method helped learners to develop their fluency and accuracy of speech. Moreover it raised pupils' self-confidence and other aspects such as pronunciation, vocabulary and grammar. We came up to the conclusion that before applying TBL and to get possible outcome it is necessary to take into consideration:

- The materials(tasks, activities) are chosen appropriately;
- The learners are enough motivated and are interested in taking part in the learning process;
- The age and, especially level of participants are proper for the experiment or teaching.

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(Appendix 1)

Procedure: Pupils describe the picture



(Appendix 2)



Appendix 3

Lesson 1

Date: 9.02.2017

Topic: Geography. We are going to Britain

Class: 7 “a”

Time: 45 minutes

Warm- up

In this part of the lesson teacher introduced pupils the topic and began asking question concerning the Great Britain. The questions were:

1. What do you know about Great Britain?
2. Where does it situated?
3. What is its capital?
4. How many islands are there in British Isles? Etc.

Feedback: *pupils answered the questions giving variable answers. Observing them we found some grammar mistakes in their speech and what is important we noticed absence of self-confidence in their behavior. Later in our teaching practice we took into consideration this (absence of self-confidence) and searched for the factors influencing to their confidence.*

Pre-activity

Teacher wrote some word on the board and asked for their translation: situated, islands, include, continent, called, have, influence.

Feedback: *50 % of the class knew the translation of the words; however others used dictionaries to complete the task. This was evidence of the fact that it was necessary to work more with the pupils having less knowledge of English language and to motivate them to work on themselves.*

While-activity

Pupils did a filling the gap activity: they were distributed a text about Great Britain and their task was to fill in the gaps with given on the board words where it was necessary. Pupils were given about 15 minutes for completing this task.(Appendix)

***Feedback:** such kinds of tasks are everyday occurrence for pupils. They could complete it since the text wasn't too hard for their level. Pupils learned some new words and practiced reading comprehension.*

Post-activity

Teacher distributed pictures of the places of interest in Great Britain. Pupils' task was to guess the name of the place.

The Tower Bridge, the White House, Trafalgar Square etc.

***Feedback:** to our great surprise pupils could easily name the places which means of their rich overlook and background knowledge. However some pupils pronounced with mistakes: instead of Trafalgar [t r e f l g a]-[t r a f a l g a' r].*

Appendix 4

Lesson 2

Date: 13.02.2017

Topic: We are in America

Class: 7 “a”

Time: 45 minutes

Warm- up

Teacher as usual put down the topic and gave instructions to the tasks that pupils were going to do that day. As the topic was “We are in America”, teacher began asking questions about the customs and tradition of the Americans, the routine and food, etc. The answers were various. Example:

- ✓ In America people **like** to eat fast food: hot dogs and hamburgers.
- ✓ I n America people **like** to wear jeans and T-shirts.
- ✓ I think that in America people are not hospitable.

Feedback: the words in bold are the mistakes that pupils did in their speech. Nevertheless the teacher corrected them.

Pre-activity

Pupils were given small pieces of papers with American English and British English that they should have had to match. Example:

- ✓ Aubergine (in British English)- eggplant (in American English)
- ✓ Baking tray (in British English)-cookie sheet (in American English)
- ✓ Biscuit (in British English)-cookie (in American English)

Feedback: Pupils admired doing such kinds of tasks as matching, brain-storming and categorizing what made me be sure of applying such kinds of task in teaching

practice. So, this task, connected with words of American and British English, pupils completed actively and fast.

While-activity

Pupils were told to compose a text using the words they have used in activity 2. Pupils worked in two teams and the team that finished the first was the winner. However they should have had to use all words they had. (Appendix)

***Feedback:** This activity was aimed to make learners compete with each other. Since the teacher divided them into two teams so this stuff. It also helped pupils work collaboratively.*

Post-activity

Pupils listened to the music and fill in the gaps. Later they sang a song all together.

***Feedback:** Listening and singing helps learners to learn the pronunciation of words. For this we found this task to be both useful and pleasant. Later in our teaching process we used songs for pupils to have a rest and practice their pronunciation.*

Appendix 5

Activity #1

Procedure:

Teacher distributes the pictures of famous people and some texts about them. They should identify the person and match with the pictures.

Example: ...was an American actress and model. Famous for playing comic "[dumb blonde](#)" characters. She continues to be considered a major [popular culture](#) icon.



The answer is Marilyn Monro.

Appendix 6

The history of Coca Cola

What is the most recognizable object in the world? Could it be a football? Or a Big-Mac? No, the answer is a Coca-Cola bottle. The famous Coca-Cola bottle is almost 100 years old !

Footballs and big macs are certainly part of life for lots of people; but Coca-Cola is now a permanent part of world culture. People know and drink Coca-Cola all over the world.

It is said that the Coca-Cola bottle is the most recognised object in the world. Hundreds of millions of people can recognise a Coke bottle by its **shape**, even if they cannot see it! And the famous Coca-Cola **logo** is the most famous logo in the world. **Unlike** any other famous commercial logo, it has not changed in 100 years!

But the story of Coca-Cola is even older than that. It was in 1886 that John Pemberton, a **druggist** in Atlanta, Georgia, invented a new type of **syrup**, using coca leaves, sugar and cola **nuts**, plus a few other secret **ingredients**! Pemberton sold it as a medicine; and with its coca (the **source** of cocaine), it must have made people feel good!

Nevertheless, Pemberton's medicine was not very successful, so he sold his secret **formula** to another druggist, Asa Candler. Candler was interested, because he had another idea; he thought that Pemberton's "medicine" would be much better if it was mixed with **soda**.

How term "hot dog" came about.

Another story that riles serious hot dog historians is how term "hot dog" came about. Some say the word was coined in 1901 at the New York Polo Grounds on a cold April day. Vendors were hawking hot dogs from portable hot water tanks shouting "They're red hot! Get your dachshund sausages while they're red hot!" A New York Journal sports cartoonist, Tad Dorgan, observed the scene and hastily drew a cartoon of barking dachshund sausages nestled warmly in rolls. Not sure how to spell "dachshund" he simply wrote "hot dog!" The cartoon is said to have been a sensation, thus coining the term "hot dog." However, historians have been unable to find this cartoon, despite Dorgan's enormous body of work and his popularity. Kraig, and other culinary historians, point to college magazines where the word "hot dog" began appearing in the 1890s. The term was current at Yale in the fall of 1894, when "dog wagons" sold hot dogs at the dorms. The name was a sarcastic comment on the provenance of the meat.

Appendix 7

million voices

We are the world's people _____
Different yet we're the same
We believe, we believe in a dream

Praying for peace and healing
I hope we can start _____
We believe, we believe in a dream

So if you ever feel love is fading
Together like the stars in the _____
We can sing, we can shine

When you hear our voices call
You won't be lonely _____
A, a million _____

Your heart is like a beating drum
Burning brighter than the sun
A, a million _____

Now as the world is listening
From cities and satellites
We believe, we believe in a _____

If you ever feel love is fading
Together like the stars in the _____
We can sing, we can shine

When you hear our voices call
You won't be lonely _____
A, a million _____

Your heart is like a beating drum
Burning brighter than the sun
A, a million _____

When I look around at these faces
I can see the stars in the _____
We will sing, we will shine

((You won't be lonely anymore))

Appendix 8

Lesson 3

Date: 6.03.2017

Topic: East or west, home is best

Class: 7 “a”

Time: 45 minutes

Aims:

- To enable pupils speak on different topics of life and enlarge their knowledge of proverbs and countries.
- To practice pupils speaking production and collaborative working.
- To teach how to behave in lessons and be active during them.

Warm-up

In the beginning of the lesson pupils played a game and teacher gave the instruction of that game in English.

For this game, one pupil thought of a category, such as MOVIES. In a circle, everyone must have had to take a turn thinking of a Movie title. If someone took too long to give an answer (the teacher counted to five) then that pupil was out and a new category began. If someone gave an answer that didn't make sense or was incorrect, he was also out of the game. For example, if the category was VEGETABLES and someone said "banana" that pupil was out.

***Feedback:** If to say about pupils' reaction and participation, so they did such kinds of tasks with pleasure and with a great enthusiasm. Firstly, pupils rehearsed their active e vocabulary, also doubtlessly no deliberately learned how to categorize the words by meaning. Even the most passive pupils take an active part in this game.*

Pre-activity

In this part of the lesson teacher wrote two words on the blackboard for pupils to write the names of countries, cities and other places. Firstly, pupils were divided into two teams and the activity was conducted as a game:

Example:

Madagascar

Malaysia

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Feedback: This activity was aimed to enlarge pupils' knowledge of countries of the world. It turned that those learners who were passive during the lesson and could not speak English well, knew lots of countries and their capital-cities. Thus this task helped us to reveal the abilities of pupils.

While-activity

In this part of the lesson pupils were distributed lists with proverbs which they should have had to complete by their meanings. (Appendix) later pupils were told to tell other proverbs that they have learned earlier.

Example:

1. The grass is always greener.....
2. Don't judge a book

***Feedback:** This task was aimed to help learners recall the proverbs that have learned and study other ones. Pupils could complete the task without any difficulties and with pleasure.*

Post-activity

Teacher had prepared some topics for speaking. The topics were dealt with the people that are close to pupils, such as their friends, family members etc.

1. What is friendship?
2. Why family is important?
3. My mother is my best friend.

Feedback: this activity was aimed to raise pupils' fluency and spontaneous speech since they should have answered at once without preparation. While pupils were speaking, the teacher made notes putting down pupils' mistakes. At the end of the task teacher told pupils their mistakes by correcting them.

Appendix 9

Lesson 4

Date: 15.03.2017

Topic: From Italy to China

Class: 7 “a”

Time: 45 minutes

Aims:

- To teach the types of transportation and enable pupils share with their ideas; to teach terms related to travelling
- To develop pupils’ logical thinking, to practice their speaking skills.

Warm-up (5 min)

At the beginning of the lesson, in order to warm up pupils’ mind, the teacher let them play a game that is called “20 questions.

In this game one pupil thought of an object (person, place, or thing). Everyone took turns asking yes/no questions until someone could guess correctly (or until 20 questions were asked). The difficult part was that pupils could not ask "wh" questions.

Example: PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner?

Feedback: Actually, such kinds of games are both interesting and also effective for learners inasmuch as while playing the game pupils practices speaking and learned how to make various questions correctly. The pupils were active, without considering that 30 % of pupils asked in Russian or translated their questions together with pupils and teacher.

Pre-activity

In this part of the lesson teacher distributed some pictures of transportation and told pupils to look at them. Then pupils, one by one named the transports. (Appendix)

Feedback: This activity was aimed to enlarge pupils' knowledge of transports and widen their outlook. The pupils enjoyed working with visual aids since, as we mentioned before most of them were visual learners.

While-activity

In this part of the lesson teacher dealt with text related to the travelling. The pupils' task was to read the text and fill in gaps where necessary with the given words. Here is the passage from the text.

TRAVELLING

Modern life is _____without travelling. Thousands of people travel every day either on business or for_____. They can travel by air, by rail, by sea or by road.

Words: impossible, pleasure, most convenient, expensive, advantages, comfortable, etc.

Feedback: This activity was aimed to improve learners reading comprehension and make them learn new vocabulary. Learners could complete the task successfully and they didn't seem to be bored.

Post-activity

This part was devoted to the questions about pupils own experience of travelling. Below there are some samples:

- *Have you ever travelled?*
- *Where have you been?*
- *What places of interest have you visited?*
- *Where have you stopped? In hotel or in your relatives?*
- *Have you travelled alone or with someone else?*

Feedback: As it turned to be, most pupils' had travelled lot of times and they began telling about how their journey happened, where they had been and what kinds of places of interest they had visited. In this activity, even most passive pupils worked and tried to speak.